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ABSTRACT

This report presents a summary and synthesis of data from 169 Wisconsin schools, all of which conducted extensive vocational program self-evaluations in 1987-91. Chapter 1 provides an overview of the evaluation project process, including the survey instruments used and a list of participating schools. The next eight chapters review selected data from the aggregate data for these groups: students 1 year and 5 years after graduation and noncompleters; employers of students 1 year and 5 years after graduation; current high school and middle/junior high school students; staff; advisory committees; parents; secondary/postsecondary institutions; and boards of education. Each chapter also provides tables and graphs that display selected information from the composite tables. Chapter 10 provides tables that address each of the six vocational program areas as well as the special needs populations, including handicapped, limited English proficient, and disadvantaged. A concluding chapter summarizes selected data from each of the groups surveyed. Appendixes, amounting to over three-fifths of the report, include the survey instruments used, the aggregate computer tables, a glossary of terms, and a list of acronyms. (YLB)

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1987 - 1991

Aggregate Evaluation Report for Secondary Vocational Education in Wisconsin

THE STATE OF WISCONSIN
DEPARTMENT OF PUBLIC INSTRUCTION

Herbert J. Grover
State Superintendent

Richard Dignan
Bureau for Vocational Education

CE058582

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AGGREGATE EVALUATION REPORT FOR SECONDARY VOCATIONAL EDUCATION IN WISCONSIN
1987-1991

Prepared for the

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
Herbert J. Grover, State Superintendent

Bureau for Vocational Education
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The data collection for the DPI Secondary Vocational Education Evaluation Project was started in 1976. The information presented in this report is based on the data collected from 169 Wisconsin public schools during the 1987-91 school years. Two prior aggregate reports were written that reported data collected during the period 1976-87.

Credit for this report must be shared with many people. First, the Wisconsin Department of Public Instruction under the leadership of State Superintendent, Herbert Grover, provided direction and financial support for the vocational education program evaluation project. Also, it would not have been possible to have continued this project without the assistance of Richard Dignan and his staff in the Bureau for Vocational Education at the DPI. Just as important are the contributions of the Local Vocational Education Coordinators, vocational education teachers, administrators and counselors who have participated in these evaluations during the past 15 years. Their dedication to vocational education and their students is what this report is all about.

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Abstract

The **Aggregate Evaluation Report for Secondary Vocational Education in Wisconsin, 1987-91** represents a summary and synthesis of self-evaluation data from 169 schools. Each school conducted an extensive vocational program self-evaluation, gathering data from graduates, employers, current students, staff, and advisory committee members. Schools had the option of gathering additional data from parents, board of education members and secondary/postsecondary institutions. On-site visitations were completed by 145 of the 169 schools during FY87-91. The reauthorization of the Carl Perkins Vocational Education Act, signed into law and effective July 1, 1991, resulted in the Wisconsin Department of Public Instruction no longer having funds to support the project for the fifth year of the current cycle (FY 91). As a result, only eight of the schools scheduled for on-site visitations in the first one-half of FY 91 opted to complete the on-site visitation. The remaining schools chose to forego the on-site visitation with the project, mainly due to fiscal restraints resulting from the additional school costs required for completing this process.

Data collected was coded to obtain additional breakouts of the school's data. These surveys were processed by the Center for Vocational, Technical and Adult Education (CVTAE) at the University of Wisconsin-Stout. Schools then developed tables and graphs which were based on the information obtained from their own district's surveys. These tables and graphs were incorporated into a Self-Evaluation Report required by this evaluation process. In June of 1991, the data files for all 169 schools were combined, resulting in information that is contained in this aggregate report.

This aggregate report provides an overview of the DPI Secondary Vocational Evaluation Project process. In addition, there are nine chapters which address specific survey populations. These chapters provides a review of selected data from the aggregate data. Each chapter also provides tables and graphs which pictorially display selected information from the composite tables. A concluding chapter summarizes selected data from each of the groups surveyed.

Appendices include the actual survey instruments used, the aggregate computer tables, a glossary of terms, and a list of acronyms that identify abbreviations specific to vocational education.

TABLE OF CONTENTS

Page

ACKNOWLEDGEMENTS ii

ABSTRACT iii

LIST OF TABLES vii

LIST OF FIGURES xiii

CHAPTER

1. DEPARTMENT OF PUBLIC INSTRUCTION'S SECONDARY VOCATIONAL PROGRAM EVALUATION 1
    - Introduction to Process 1
    - Overview of the Evaluation Model 3
    - Overview of Surveys 5
    - Schools Participating in 1987-91 8
2. SELECTED FINDINGS OF GRADUATES:ONE-YEAR, FIVE-YEAR AND NONCOMPLETERS 9
3. SELECTED FINDINGS OF EMPLOYERS:ONE-YEAR AND FIVE-YEAR 51
4. SELECTED FINDINGS OF IN-SCHOOL STUDENTS: HIGH SCHOOL AND MIDDLE/JUNIOR HIGH SCHOOL. 77
5. SELECTED FINDINGS OF STAFF 97
6. SELECTED FINDINGS OF ADVISORY COMMITTEES 113
7. SELECTED FINDINGS OF PARENTS 117
8. SELECTED FINDINGS OF SECONDARY/POSTSECONDARY INSTITUTIONS 127
9. SELECTED FINDINGS OF BOARDS OF EDUCATION 131
10. PROGRAM AREA PROFILES 137
11. CONCLUSIONS 161

APPENDIX

A. SURVEY INSTRUMENTS 167
B. COMPUTER TABLES 195
C. GLOSSARY 377
D. ACRONYMS 379

LIST OF TABLES

Table Page

Evidence of Graduate Success

Are one-year graduates participating in the labor market?
B1.1 • breakout by IPC/Seq/GE 15

Are five-year graduates in the labor market?
B2.1 • breakout by IPC/Seq/GE 16

How does the unemployment rate for capstone/IPC graduates compare with average Wisconsin rates, since 1977?
B1B2.1 • breakout by one- and five-year graduates 17

Are one-year graduates participating in the labor market?
B1.2 • breakout by gender 18

Are five-year graduates in the labor market?
B2.2 • breakout by gender 19

How are one-year graduates participating in the labor market?
B1.3 • breakout by special needs 20

Do graduates work in fields related to their educational training?
B1.4 • breakout by gender for one-year graduates 21
B2.3 • breakout by gender for five-year graduates 22
B1.5 • breakout by special needs for one-year graduates 23
B2.4 • breakout by special needs for five-year graduates 24
B1.6 • breakout by IPC/Seq for one-year graduates 25
B2.5 • breakout by IPC/Seq for five-year graduates 26

Are one-year graduates satisfied with vocational courses?
B1.7 • breakout by gender and IPC/Seq 27
B1.8 • breakout by special needs 28

Do you feel vocational courses including career exploration and the development of saleable job skills, should be part of the high school program?
B1.9 • breakout by IPC/Seq/GE for one-year graduates 29
B2.6 • breakout by IPC/Seq/GE for five-year graduates 30

What do vocational graduates earn?
B1.10 • breakout by IPC/Seq, special needs and gender for one-year graduates 31
B1.17 • breakout by vocational program area for one-year graduates 32
B2.7 • breakout by IPC/Seq, special needs and gender for five-year graduates 33

Since leaving high school (job change):
B2.8 • breakout by IPC/Seq/GE 34

LIST OF TABLES (continued)

Table Page

What parts of your high school job training preparation have been of greatest value in your present job?
B1.11 • breakout by IPC/Seq/GE for one-year graduates 35
B2.9 • breakout by IPC/Seq/GE for five-year graduates 36

In general, how adequate was your high school preparation in the following situations of life skills?
B1.12 • breakout by IPC/Seq/GE for one-year graduates 37
B1.13 • breakout by IPC/Seq/GE for one-year graduates 38
B1.14 • breakout by IPC/Seq/GE for one-year graduates 39

What post-secondary programs are graduates currently attending?
B1.15 • breakout by IPC/Seq/GE for one-year graduates 40
B1.16 • breakout by gender for one-year graduates 41
B2.10 • breakout by IPC/Seq/GE for five-year graduates 42
B2.11 • breakout by gender for five-year graduates 43

In general, how adequate was the career planning assistance and information you received at your high school?
BD1.1 • breakout by one-year IPC/Seq and in-school vocational/academic students 44
BD1.2 • breakout by one-year IPC/Seq and in-school vocational/academic students 45
BD1.3 • breakout by one-year IPC/Seq and in-school vocational/academic students 46
BD1.4 • breakout by one-year IPC/Seq and in-school vocational/academic students 47

B3.1 What is the highest grade level you completed in high school? 48

How do you feel about vocational courses you took at your high school?
B3.2 • breakout by IPC/Seq and gender 49

How do non-completers feel about vocational courses being part of high school curricula?
B3.3 • breakout by IPC/Seq and gender 50

Employer Perspective on Graduates

Do employers prefer to hire vocationally trained graduates?
C1.1 • breakout by IPC/Seq and gender for one-year graduates 54
C2.1 • breakout by IPC/Seq and gender for five-year graduates 55

How do employers rate vocational preparation of high school vocational graduates in comparison to others without such training?
C1.2 • breakout by IPC/Seq and gender for one-year graduates 56
C1.3 • breakout by IPC/Seq and gender for one-year graduates 57

LIST OF TABLES (continued)

Table Page

How do employers rate one-year vocational graduates in occupational knowledge skills, work attitude, work quality and work quantity?
C1.4 • breakout by IPC/Seq and gender 58

How do employers rate five-year vocational graduates in occupational knowledge/skills, work attitude, work quality, and work quantity?
C2.2 • breakout by IPC/Seq and gender 59

How do employers rate the basic skills of one-year vocationally trained graduates?
C1.5 • breakout by IPC/Seq 60
C1.6 • breakout by IPC/Seq 61

How do employers rate the basic skills of five-year vocationally trained graduates?
C2.3 • breakout by IPC/Seq 62
C2.4 • breakout by IPC/Seq 63

In the following characteristics of employment, how well prepared was this employee for the job for which hired?
C1.7 • breakout by IPC/Seq for one-year graduates 64
C1.8 • breakout by IPC/Seq for one-year graduates 65
C1.9 • breakout by IPC/Seq for one-year graduates 66
C2.5 • breakout by IPC/Seq for five-year graduates 67
C2.6 • breakout by IPC/Seq for five-year graduates 68
C2.7 • breakout by IPC/Seq for five-year graduates 69

In which of the following ways does your business work with secondary schools to support education?
C1.10 • breakout by IPC/Seq/GE for one-year graduates 70
C1.11 • breakout by IPC/Seq/GE for one-year graduates 71
C2.8 • breakout by IPC/Seq/GE for five-year graduates 72
C2.9 • breakout by IPC/Seq/GE for five-year graduates 73

How do employers feel about vocational courses being part of high school curricula?
C1.12 • breakout by IPC/Seq and gender for one-year graduates 74
C1.13 • breakout by special needs for one-year graduates 75

Students (grades 6-9 and 9-12) Vocational Interests and Plans

Student assessment by grade level
D1.1 • breakout by 12th grade 80

D1.2 Student enrollment by vocational program area (12th grade only) 81

Student career interest by males and females (grades 9-12)
D1.3 • breakout by gender 82

LIST OF TABLES (continued)

Table Page

What are your current students post high school plans?
D1.4 • breakout by gender 83

D1.5 Students post high school plans (vocational only) 84

D1.6 Are current vocational students satisfied with their job training preparation? 85

If you did not take a vocational course this year, what was the reason?
D1.7 • breakout by vocational/academic 86
D1.8 • breakout by vocational/academic 87

Student assessment by grade level
D3.1 • breakout by gender 88

Student enrollment by program area
D3.2 • breakout by gender 89

Are you able to fit vocational courses into your class schedule?
D3.3 • breakout by gender 90
D3.4 • breakout by special needs 91

Do academic teachers show how math, science, and English can be used on-the-job?
D3.5 • breakout by Math, Science, English 92

Middle/junior high school students plan their high school classes
D3.6 • breakout by gender 93
D3.7 • breakout by special needs 94

Staff Involvement in Vocational Education

E12.1 What is your current position? 99

Does a philosophy of vocational education exist?
E12.2 • breakout by vocational/nonvocational 100

Are vocational goals and objectives achievable?
E12.3 • breakout by vocational/nonvocational 101

How does program evaluation fit into the total vocational program?
E12.4 • breakout by vocational/nonvocational 102

Are follow-up studies used to provide feedback for program improvement?
E12.5 • breakout by vocational/nonvocational 103

LIST OF TABLES (continued)

Table Page

In the programs you teach, administer, or provide guidance, are the following assessed?
E12.6 • breakout by vocational/nonvocational.................................. 104
E12.7 • breakout by vocational/nonvocational.................................. 105

Where male/female enrollment is not balanced, are steps taken in any of the following areas to prevent bias or discrimination?
E12.8 • breakout by vocational/nonvocational.................................. 106
E12.9 • breakout by vocational/nonvocational.................................. 107

With respect to equity, the following exist:
E12.10 • breakout by vocational/nonvocational.................................. 108

During the last two years, I have:
E12.11 • breakout by vocational/nonvocational.................................. 109

In which of the following activities have you participated during the past two years to improve your professional competencies and expand your knowledge of your discipline or field?
E12.12 • breakout by vocational/nonvocational.................................. 110

What did you learn as a result of these activities?
E12.13 • breakout by vocational/nonvocational.................................. 111

Advisory Committees Activities

How do advisory committee members feel about their vocational program involvement?
F1.1 114
F1.2 115

Parents' Perception of Vocational Education

What are parents' views about help given to child in career choice?
G1.1 • breakout by IPC/Seq and gender 119
G1.2 • breakout by IPC/Seq and gender 120

How do parents' feel about vocational courses in the high school curricula?
G1.3 • breakout by IPC/Seq and gender 121

How do parents feel about accessibility to vocational courses?
G1.4 • breakout by IPC/Seq and gender 122

Do you feel instruction on career seeking skills such as job applications, interviewing, etc. are adequate for your child?
G1.5 • breakout by IPC/Seq... 123

LIST OF TABLES (concluded)

Table Page

Do you feel your child is being prepared for new and/or future oriented occupations?
G1.6 • breakout by IPC/Seq 124

Are students being prepared for nontraditional occupations? (males for traditional female occupations and vice versa)
G1.7 • breakout by IPC/Seq 125

Articulation in Program Components

Do vocational staff articulate in program areas?
H1.1 128
H1.2 129
H1.3 130

Board of Education Opinion

What is your opinion about the following statements?
J1.1 132
J1.2 133
J1.3 134

J1.4 In looking at the total school operation in your district, how do you perceive the value of vocational education programs as compared to general or college preparation programs? 135

J1.5 To what extent are you aware of the general needs of the students served by the vocational education program in your district? 136

Program Area Profiles

1 Agriculture Education Graduates 146

2 Employers of Agriculture Education Graduates 147

3 Business Education Graduates 148

4 Employers of Business Education Graduates 149

5 Health Occupations Graduates 150

6 Employers of Health Occupations Graduates 151

7 Family and Consumer Education Graduates 152

8 Employers of Family and Consumer Education Graduates 153

9 Marketing Education Graduates 154

10 Employers of Marketing Education Graduates 155

11 Technology Education Graduates 156

12 Employers of Technology Education Graduates 157

13 Special Needs Graduates 158

14 Employers of Special Needs Graduates 159

LIST OF FIGURES

Figure		Page
1	Overview of the Model	2
2	Three Major Prioritized Outcomes	4
3	Student Post-High School Plans	95

CHAPTER 1

DEPARTMENT OF PUBLIC INSTRUCTION'S SECONDARY VOCATIONAL PROGRAM EVALUATION

Introduction to Process

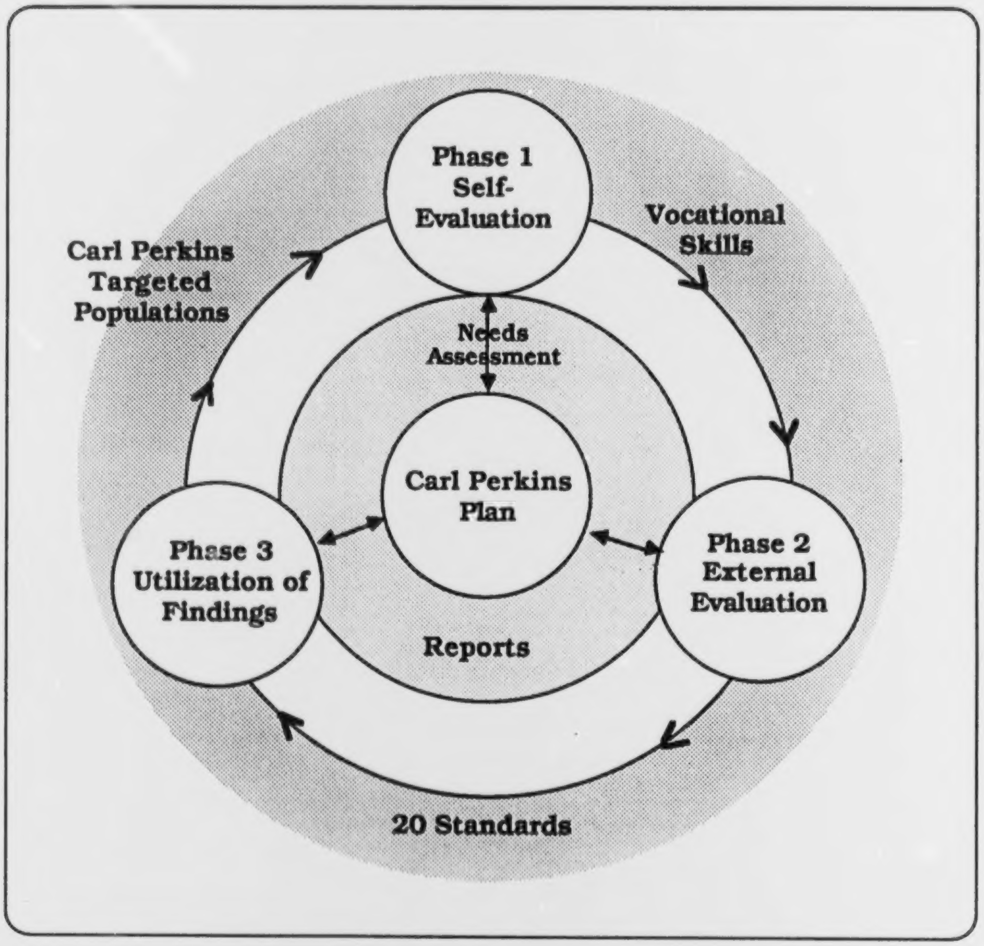
The Wisconsin Department of Public Instruction (DPI) in 1976 initiated and sponsored the development of our evaluation system for secondary vocational education programs. From FY78 to FY82 (Cycle I), 244 secondary schools evaluated their vocational programs. The original evaluation model was revised in a cooperative effort of state and local personnel, coordinated by the Center for Vocational, Technical and Adult Education (CVTAE), University of Wisconsin-Stout. Initial development was accomplished at a two-day workshop attended by project advisory committee members and CVTAE project personnel. The revised evaluation model depicted program activities as PLANNING, IMPLEMENTATION, and EVALUATION. Criteria were generated within each program phase indicating key evaluation concerns. The questionnaires and procedures were based upon these identified program evaluation concerns. From FY84 to FY87 (Cycle II), the revised model was used by 250 secondary schools to evaluate their vocational programs, many for the second time.

In 1987, the evaluation model was again revised to reflect the Carl D. Perkins Vocational Education Act of 1984 and Bureau for Vocational Education guidelines and requirements. A revision advisory committee provided input from LVECs, CESAs, Wisconsin Board of VTAE, UW-Stout, and the Bureau for Vocational Education (BVE). CVTAE project staff used advisory committee recommendations in developing the Cycle III (FY88-FY91) questionnaires and procedures. Other input was provided by a business/industry advisory committee and the Wisconsin Association of Secondary Vocational Administrators (WASVA). At this time, 169 schools will have used the third revision of the evaluation model to evaluate their vocational programs in Cycle III.

The **Aggregate Evaluation Report for Secondary Vocational Education in Wisconsin 1987-91** represents a summary and synthesis of self-evaluation data from 169 schools. Each school conducted an extensive vocational program self-evaluation, gathering data from graduates, employers, current students, staff, and advisory committee members. Schools had the option of gathering additional data from parents, board of education members and secondary/postsecondary institutions. On-site visitations were completed by 145 of the 169 schools in FY88-91. Although not required because of the reauthorization of the Carl Perkins Act, eight secondary schools are planning to complete the DPI On-Site Visitation Process during October-December 1991.

The DPI Secondary Vocational Program Evaluation, FY88 to FY91, consists of three interrelated phases as illustrated in Figure 1 and described below. The shaded circles indicate the context of federal and state requirements, needs assessment reports and the Carl Perkins Plan. The combined data in this report represent the first phase of the evaluation process.

Figure 1
Overview of the Model


Phase 1 Self-Evaluation
Vocational Skills
Carl Perkins Targeted Populations
Needs Assessment
Carl Perkins Plan
Phase 3 Utilization of Findings
Phase 2 External Evaluation
Reports
20 Standards

Overview of the Evaluation Model

The evaluation model is made up of three phases: Self-Evaluation, External Evaluation, and Utilization of Evaluation Findings. The relationship of needs assessment to the overall evaluation system is also shown. Evaluation planning takes two forms, the preliminary planning activities which precede the Self-Evaluation and the Carl Perkins Plan which interrelates with all phases of the evaluation cycle.

Preliminary planning activities which take place before the Self-Evaluation include identifying a steering committee, developing graduate and employer mailing lists, establishing a budget, reviewing the previous vocational evaluation reports, attending training workshops, ordering instruments, considering how findings will be used, and setting an on-site date. The Carl Perkins Plan serves as a directing base for these initial planning activities.

Phase I	Phase II	Phase III
SELF-EVALUATION. Adapting and using the procedures and questionnaires contained in the Vocational Evaluation Manual, schools conduct and report a comprehensive self-evaluation of their total vocational programs. These include vocational guidance and counseling, and Carl Perkins targeted populations. Five questionnaires are required; an additional eight are optional. Schools which completed an evaluation in FY84-87 will address utilization of their findings toward program improvement as outlined in their Carl Perkins Plan.	**EXTERNAL EVALUATION**. Adapting and using the procedures and instruments contained in the Vocational Evaluation Manual, schools host an external evaluation and receive a written report containing conclusions, recommendations, and solutions for program improvement. This report will incorporate progress made toward implementing FY84-87 recommendations, and solutions for program improvement.	**UTILIZATION OF EVALUATION FINDINGS**. In this phase, schools analyze and interpret findings from the Self-Evaluation and Team Visitation Reports, set priorities, implement changes, and monitor impact which occurs as a result of the evaluation. Participation of staff is acknowledged. Plans for the next evaluation cycle are also begun. The priorities that are set in the Utilization phase are used in developing and/or updating the Carl Perkins Plans and program/departmental plans.

The total vocational program is evaluated including special needs, guidance and counseling and the overall management components. Wisconsin recognizes six vocational program areas: agriculture education, business education, health occupations, family and consumer education, marketing education and technology education. Staff members are not evaluated. Statements in the Team Report are phrased to address program concerns.

Major Outcomes

Major outcomes of the vocational program evaluation are prioritized on three levels as illustrated in Figure 2.

Figure 2

Three Major Prioritized Outcomes

1 **LOCAL Level**	**To promote and assist in the evaluation of LEA* vocational programs for the purpose of program improvement at the local level.**
2 **STATE Level**	**To provide valid representative data on LEA* vocational programs for regional and statewide planners of vocational education and to satisfy state requirements of program evaluation.**
3 **NATIONAL Level**	**To help ensure accountability of federal funds allotted to LEA* vocational programs and to satisfy federal requirements of program evaluation.**

LEA* Local Education Agency (K-12, or as appropriate)

Overview of Surveys

During the Self-Evaluation phase, schools conduct and report a comprehensive self-evaluation of their total vocational education program. Survey instruments were completed by different groups of people. Five instruments were required to be completed for this process: one-year graduates, one-year employers, high school students, vocational staff and vocational advisory committee members. Schools had the option of selecting eight additional survey instruments for the purpose of obtaining additional perspectives on vocational education: five-year graduates, noncompleters, five-year employers, middle/junior high school students, nonvocational staff, parents, secondary/postsecondary institutions and board of education. The various acronyms are defined in Appendix D page 379. The following is a brief description of the various survey instruments that have been used by the schools for their data collection:

One-Year Graduate Form B1	This survey was completed by one-year graduates. Local Vocational Education Coordinators (LVECs) were required to survey the Instructional Program Completers (IPC) and Sequence (Seq) graduates. Optional surveying could be completed on General Education (GE) graduates.
Five-Year Graduate Form B2	This survey was completed by the five-year graduates. Since it was an optional instrument, IPC/Seq/GE graduates were selected to complete this instrument.
Noncompleter Form B3	Those vocational students who did not complete their high school education were given this optional instrument.
One-Year Employer Form C1	This instrument was used for contacting employers of the one-year graduates. Graduates needed to give written permission on the form in order for the school to contact their employer. IPC and Seq graduates were required with GE graduates as an option.
Five-Year Employer Form C2	This optional instrument was used for contacting employers of five-year graduates.
In-School Students Form D1	All 9th - 12th grade students within the high school were surveyed using this required instrument.

Middle/Junior High Students **Form D3**	This optional form could be given to students in grades 6th - 9th. This survey was developed toidentify the exploratory knowledge of vocational education leading into the high school program.
Vocational Staff **Form E1**	Form E1 surveyed reaction to key issues from vocational, administrative, instructional, special needs and counseling staff.
Academic Staff **Form E2**	This form also surveyed reaction to key issues but from the academic staff. By surveying all staff, comparisons could be made between the vocational and academic staff.
Advisory Committee **Form F1**	This required form gathered data from the advisory committee members. Feelings of contribution to the advisory committee and its effectiveness, were assessed. All committees advising vocational programs were surveyed by contacting all advisory committee members.
Parent **Form G1**	Form G1, an optional form, gathered information from parents about the needs and effectiveness of vocational program outcomes.
Articulation **Form H1**	This optional instrument collected information on vertical and horizontal articulation efforts in the district. This survey was given to secondary school personnel, administration, VTAE and university personnel who worked with vocational programs within a school district.
Board of Education **Form J1**	This optional form asked board of education members about their perceptions and opinions concerning vocational education.

NOTE: See Appendix C: Glossary for definition of terms
See Appendix D: Acronyms for definitions of coding
Survey instruments can be found in Appendix A, page 167

The following chart depicts the requirement for the 13 instruments and identifies the breakouts of computer data that are available for the respective instruments. This composite is comprised of data from 169 schools and the number of total surveys processed can be found in the last column.

		Computer Runs Available								
	Required	Total	IPC/Seq/GE	Voc. Program	SPNS	Race	Male/Female	Voc/Acad	Grade Level	Number of Surveys Processed
B1	✓	✓	✓	✓	✓	✓				12,656
B2		✓	✓	✓	✓	✓	✓			3.932
B3		✓	✓	✓	✓	✓	✓			49
C1	✓	✓	✓	✓	✓	✓	✓			2,365
C2		✓	✓	✓	✓	✓	✓			794
D1	✓	✓		✓	✓	✓		✓		76,387
D3		✓			✓	✓				28,702
E1	✓	✓								2,857
E2		✓								2,465
F1	✓	✓								2,228
G1		✓	✓	✓	✓	✓	✓		✓	3,916
H1		✓								645
J1		✓								706

Chapters 2 through 10 presents selected aggregate data judged by the writers to be of interest to vocational education and planners across the state. A full report of all aggregate data is displayed in complete format in Appendix B, page 195.

Cycle III Participating High Schools

The following schools completed data collections and are included within this aggregate report.

FY88

- Altoona
- Arcadia
- Augusta
- Barron
- Blair
- Bonduel
- Butternut
- Cedar Grove
- Crandon
- DePere
- Drummond
- East Troy
- Eleva-Strum
- Fall Creek
- Franklin
- Hayward
- Independence
- Loyal
- Marinette
- Mellen
- Minocqua
- Neenah
- New Berlin
  - Eisenhower
  - New Berlin
- New Richmond
- Osseo
- Plymouth
- Ripon
- Solon Springs
- Spencer
- Taylor
- Whitehall
- Whitnall

FY89

- Alma Center
- Beloit-Turner
- Benton
- Bloomer
- Cadott
- Cameron
- Cedarburg
- Chippewa Falls
- Clear Lake
- Elk Mound
- Ethan Allen
- Glidden
- Kenosha
  - Bradford
  - Tremper
  - Reuther
- Kettle Moraine
- Lena
- Lightfoot (Sheboygan County Handicapped Children's Board)
- Lincoln Hills
- McFarland
- Menomonie
- Middleton
- Mukwonago
- Muskego
- Northland Pines
- Northwood (Minong)
- Osceola
- Owen
- Potosi
- Poynette
- Prairie du Chien
- Riverdale
- St. Croix Central
- Sauk Prairie
- Seymour
- Southern Door
- Sparta
- Superior
- Valders
- Washburn
- Waterloo
- Waukesha
  - North
  - South
- Winter

FY90

- Ashwaubenon
- Baldwin-Woodville
- Burlington
- Colby
- Darlington
- Dodgeville
- Elkhorn
- Fennimore
- Fredonia
- Gilmanton
- Green Bay
  - East
  - Preble
  - Southwest
  - West
- Greendale
- Greenfield
- Hudson
- Janesville
  - Craig
  - Parker
- Johnson Creek
- Kiel
- Lake Mills
- Maple
- Merrill
- New Auburn
- North Crawford
- Omro
- Onalaska
- Oshkosh
  - North
  - West
- Port Washington
- Prairie Farm
- Pulaski
- Rice Lake
- Rosendale
- St. Croix Falls
- Schofield
- Sheboygan
  - North
  - South
- Sun Prairie
- Tigerton
- Tomahawk
- Waupaca
- West Allis
  - Central
  - Hale
  - West Milwaukee
- Wisconsin Heights
- Wisconsin Rapids
- Wittenberg

FY91

- Abbotsford
- Albany
- Antigo
- Appleton
  - East
  - West
- Ashland
- Bloomington
- Brown Deer
- Clintonville
- Cornell
- DeForest
- Eau Claire
  - Memorial
  - North
- Elkhart Lake
- Fond du Lac
- Gilman
- Hazel Green
- Howards Grove
- Iowa-Grant
- Lake Holcombe
- Laona
- Menominee Indian
- Milton
- Mineral Point
- Monroe
- Mount Horeb
- Oconto Falls
- Portage
- Rhinelander
- River Valley
- Shawano
- South Milwaukee
- Verona
- Washington (Germantown)
- Waunakee
- Wausau
  - East
  - West
- West Bend
  - East
  - West
- West Salem
- Weston
- Winneconne
- WI School for the Visually Handicapped

CHAPTER 2

SELECTED FINDINGS OF GRADUATES: ONE-YEAR, FIVE-YEAR AND NONCOMPLETERS

This chapter contains tables and graphs about one- and five-year graduate employment status, unemployment rate, relatedness of job to high school training, wages, job changes and postsecondary programs. It also shows use of high school job training in current jobs with tables reflecting who helped graduates plan for a career. During 1987-91 the overall response rate achieved by the participating schools for one-year graduates in the aggregate report was as follows:

Year	# Schools	Median Response Rate	Range of Return
1987-88	33	66	6-90
1988-89	44	63	27-100
1989-90	49	60	20-95
1990-91	43	54	27-100

The B1 survey was a required one-year graduate form completed by 12,656 graduates. The B2 survey was an optional five-year graduate form completed by 3,932 graduates. The B3 survey was a survey for noncompleters of high school. A total of 39 students completed this optional survey. Findings from these surveys are identified below. The table number indicates which survey form was used, i.e. B1, B2 or B3 and the number after the decimal refers to a specific table/graph of data for that survey. A complete set of data tables for the B surveys can be found in Appendix B.

Major findings of the graduate surveys are:

Employability

- Ninety-five percent of one-year vocational graduates are employed or enrolled in postsecondary educational programs. The data indicates unemployment for IPC is 3.4 percent, Sequence is 3.8 percent and General Education is 3.0 percent. (Table B1.1)

- Over 87 percent of five-year IPC graduates are employed full- or part-time while another 6.5 percent are enrolled full-time in postsecondary educational programs. The unemployment rate for IPC is 3.1 percent, Sequence is 2.7 percent and General education is 3.1 percent. (Table B2.1)

- The unemployment rate for one-year IPC graduates during 1987-91 ranges from a low of 3.2 percent (1988 and 1990) to a high of 3.8 percent (1989). The unemployment rate for five-year graduates during the same period ranges from a low of 1.6 percent (1987) to a high of 3.9 percent (1990). The unemployment rates for one- and five-year IPC graduates during 1987-90 were lower than the Wisconsin statewide unemployment rate. (Table B1B2.1)

Year	1 Year IPC Rate	5 Year IPC Rate	Wisconsin State Unemployment Rate
1987	3.3%	1.6%	6.1%
1988	3.2%	2.5%	4.3%
1989	3.2%	2.8%	4.4%
1990	3.2%	3.9%	4.4%

- Slightly more than 59 percent of one-year male graduates are either full-time students or students employed part-time while attending school compared to 68.2 percent of one-year female graduates. (Table B1.2)

- For five-year graduates, 83.5 percent of the males and 82.9 percent of the females are employed part- or full-time. (Table B2.2)

- Seventy-four percent of one-year special needs graduates are employed on a part- or full-time basis. (Table B1.3)

Relatedness

- Forty-six percent of one-year male and female graduates who work are employed in fields related to their educational training. (Table B1.4)

- Fifty-nine percent of five-year male vocational graduates are employed in fields related to their educational training as compared to 62 percent of five-year female graduates. (Table B2.3)

- Forty-seven percent of one-year special needs graduates work in fields related to their educational training. (Table B1.5)

- Fifty-six percent of five-year special needs graduates are employed in fields related to their educational training. (Table B2.4)

- Over 62 percent of one-year IPC graduates are employed in fields related to their educational training. (Table B1.6)

- Over 71 percent of five-year IPC graduates and almost 60 percent of five-year Sequence graduates are in jobs related to their high school preparation. (Table B2.5)

Satisfaction with Vocational Education

- Over 77 percent of males, 79 percent of females, 87 percent of IPC and 81 percent of Sequence one-year graduates are satisfied and very satisfied with vocational courses. (Tables B1.7)

- Slightly more than 80 percent of on-year special needs graduates are satisfied and very satisfied with vocational courses. (Table B1.8)

- Nearly 82 percent of IPC and 80 percent of Sequence one-year graduates feel that vocational courses should be part of the high school curriculum. (Table B1.9)

- Almost 90 percent of IPC, 86 percent of Sequence and 80 percent of General Education five-year graduates feel vocational courses including career exploration and the development of saleable job skills should be part of the high school program. (Table B2.6)

Earnings

- One-year graduates earn an hourly rate of $4.81 an hour. Male graduates earn the most at $5.22 per hour. (Table B1.10)

- Overall, technology education graduates earn the most per hourly wage $5.39 of one-year program graduates. (Table B1.17)

- Five-year graduates earn an average hourly rate of $7.35 an hour. Special needs graduates earn the most at $8.39 an hour, however, only fourteen responses were received from these students. (Table B2.7)

Preparation for Work

- Over 68 percent of five-year IPC graduates have changed jobs one or more times. (Table B2.8)
- General job skills and general preparation skills are of greatest value to one-year graduates. (Table B1.11)
- General job skills and math skills used in vocational education are the two areas of greatest value to the five-year IPC/Sequence graduates. (Table B2.9)
- High school preparation in the areas of seeking jobs, learning job skills and knowledge, getting along with others and being able to talk with the boss are rated above adequate for one-year graduates. IPC graduates had higher responses than sequence or general education graduates. (Table B1.12)
- High school preparation in the areas of understanding the value of work, solving on-the-job problems, understanding U.S. and world economic systems, and understanding how a business makes a profit are rated above adequate for one-year graduates. (Tables B1.13)
- High school preparation relating to the home and family, parenting responsibilities, and managing career and family are rated above adequate for one-year graduates. (Table B1.14)

Postsecondary Education

- More one-year vocational graduates are attending a four-year university program than any other; however, more than 15 percent of IPC graduates are attending a vocational-technical school two-year associate degree program. One-year IPC graduates are also more likely to attend a VTAE than sequence or general education graduates. (Table B1.15)

- Forty-one percent of one-year male graduates and 47 percent of one-year female graduates are currently attending a four-year university program. (Table B1.16)

- More five-year vocational graduates have completed or are currently attending a four-year university program; however, 20 percent of IPC graduates have completed or are currently attending a two-year VTAE program. (Table B2.10)

- Approximately 68 percent of five-year male graduates and 70 percent of five-year female graduates are currently attending universities and VTAE programs. (Table B2.11)

Career Planning

- These tables reveal the degree of satisfaction one-year graduates and in-school students have with high school career planning. Generally, career planning assistance for one-year IPC graduates are identified as being adequate where in-school students appear to want additional assistance in this area. (Table BD1.1 and BD1.2)

- Vocational one-year IPC graduates who have taken vocational courses receive more help in studying and career planning from vocational teachers. In-school students receive more help from their friends and classmates. (Table BD1.3)

- Parents are the most widely used source of help in studying and career planning when one-year graduates and in-school students choose from a list that included the newspaper, job service, employer, relatives, and parents. (Table BD1.4)

Noncompleters

- Fifty percent of IPC noncompleters and 16 percent of Sequence noncompleters have completed 12th grade. (Table B3.1)

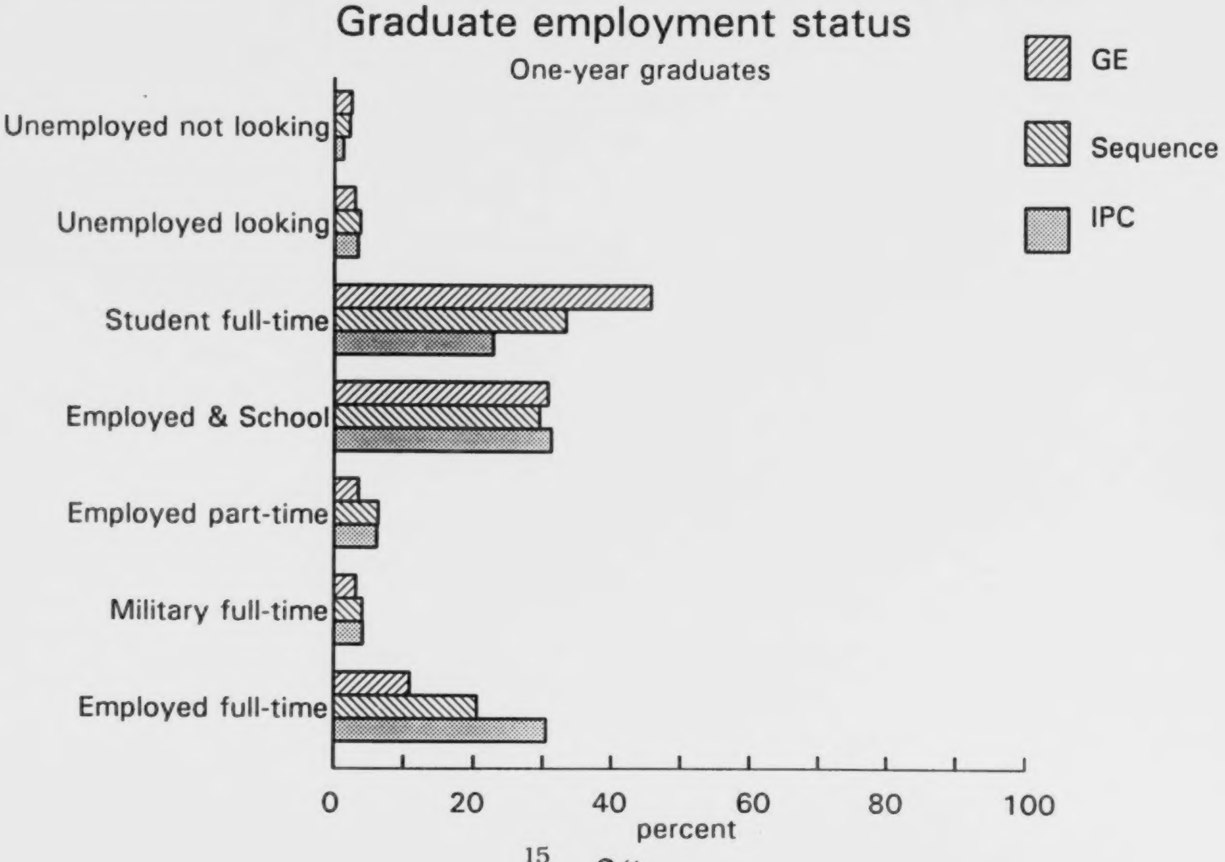
- One hundred percent of IPC and 88 percent of Sequence noncompleters and 79.4 percent of the male and 86.7 percent of the female noncompleters are satisfied or very satisfied with the vocational courses taken. (Table B3.2)

- Ninety percent of IPC, 92 percent of Sequence, 91 percent of male noncompleters and 93 percent of female noncompleters feel vocational courses including career exploration and the development of saleable skills should be part of high school curricula. (Table B3.3)

Are one-year graduates participating in the labor market?

Table B1.1

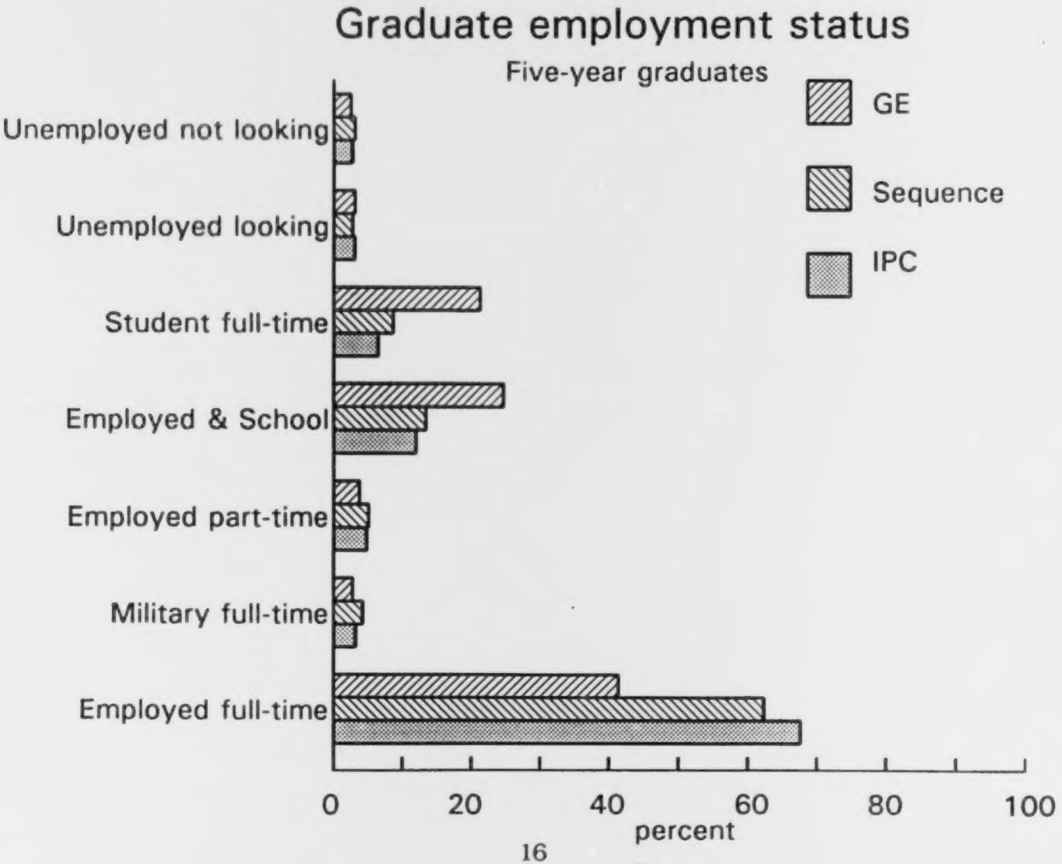
One-year Graduate Status	IPC N	IPC %	Sequence N	Sequence %	GE N	GE %
Omit	13	0.4	10	0.2	10	0.3
employed FULL-time in a non-military occupation.	1123	30.5	1166	20.5	356	10.9
employed FULL-time in the military. . .	152	4.1	233	4.1	104	3.2
employed PART-time, not in school. . .	227	6.2	362	6.4	113	3.5
employed PART-time, while in school . .	1151	31.3	1678	29.5	1002	30.8
full-time student, not employed part-time	841	22.8	1904	33.4	1492	45.8
unemployed, but looking for paid employment.	126	3.4	215	3.8	97	3.0
unemployed, not looking for paid employment.	50	1.4	127	2.2	82	2.5



Are five-year graduates in the labor market?

Table B2.1

Five-year Graduate Status	IPC N	IPC %	Sequence N	Sequence %	GE N	GE %
Omit	0	0.0	9	0.5	3	0.4
employed FULL-time in a non-military occupation.	676	67.7	1127	62.4	285	41.4
employed FULL-time in the military. . .	32	3.2	76	4.2	19	2.8
employed PART-time, not in school. . .	48	4.8	92	5.1	26	3.8
employed PART-time, while in school . .	120	12.0	243	13.4	170	24.7
full-time student, not employed	65	6.5	156	8.6	147	21.4
unemployed, but looking for paid employment.	31	3.1	49	2.7	21	3.1
unemployed, not looking for paid employment.	27	2.7	55	3.0	17	2.5

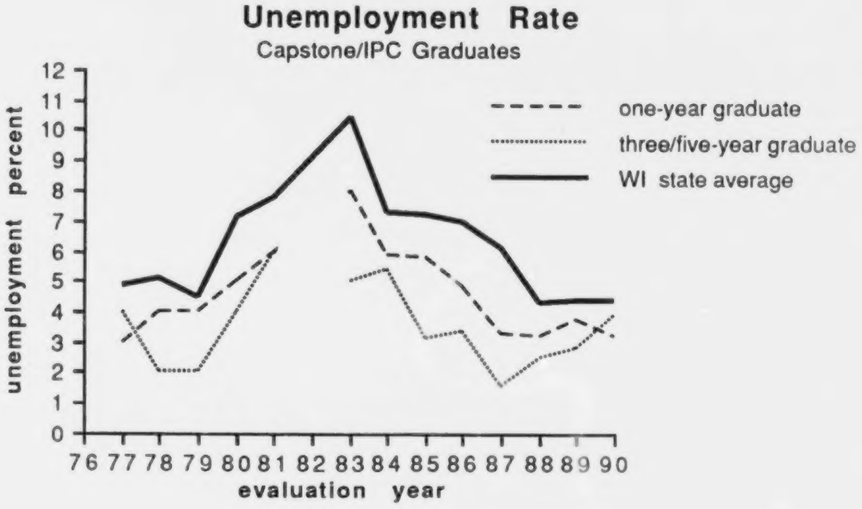


How does the unemployment rate for capstone/IPC graduates compare with average Wisconsin rates, since 1977?

Table B1B2.1

Evaluation Year	**One-Year Graduates***		**Three/Five-Year Graduates***		**Wisconsin Statewide Unemployment Percent**	Number of Schools Evaluated
	N	Unemployment Percent	N	Unemployment Percent		
1977	620	3.0	413	4.0	4.9	17
1978	1103	4.0	917	2.0	5.1	40
1979	1267	4.0	1038	2.0	4.5	56
1980	3145	5.0	2997	4.0	7.1	82
1981	1245	6.0	1409	6.0	7.8	48
1982	no data	no data	no data	no data	10.7	none
1983	1300	8.0	366	5.0	10.4	53
1984	1357	5.9	481	5.4	7.3	71
1985	1552	5.8	885	3.1	7.2	71
1986	1885	4.9	675	3.4	7.0	55
1987	582	3.3	63	1.6	6.1	33
1988	918	3.2	200	2.5	4.3	44
1989	1273	3.8	352	2.8	4.4	49
1990	910	3.2	384	3.9	4.4	44

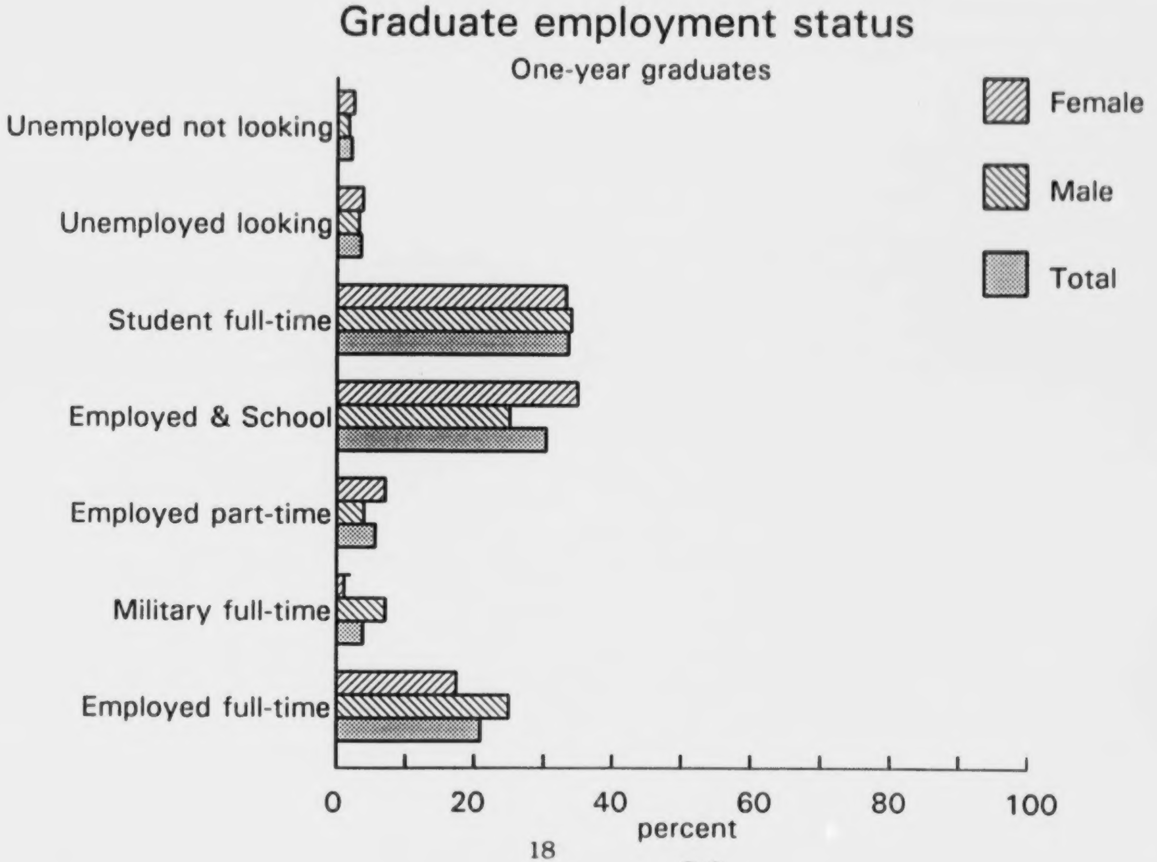
*NOTE: 1977-1981 = Capstone graduates, one- and three-years
1983-1987 = IPC graduates, one- and five-years



Are one-year graduates participating in the labor market?

Table B1.2

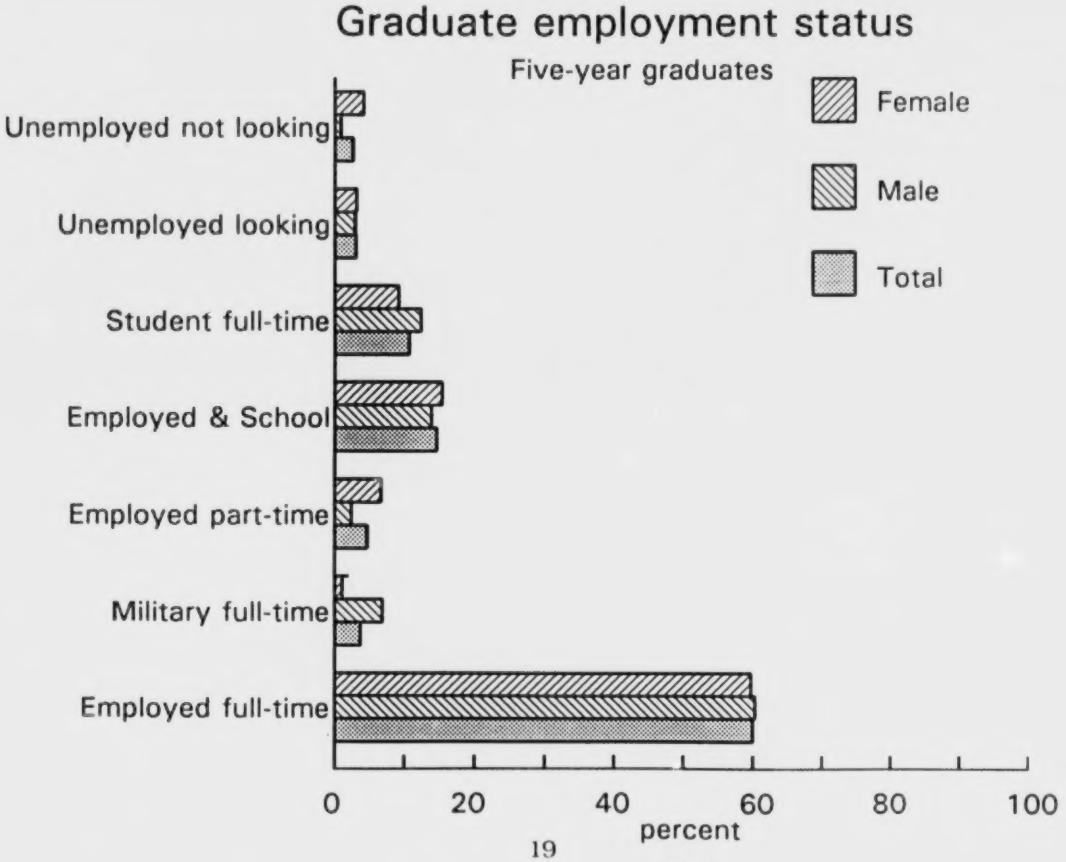
One-year Graduate Status	Total N	Total %	Male N	Male %	Female N	Female %
Omit	33	0.3	12	0.2	18	0.3
employed FULL-time in a non-military occupation.	2650	20.9	1480	25.0	1169	17.4
employed FULL-time in the military. . .	489	3.9	417	7.0	71	1.1
employed PART-time, not in school. . .	704	5.6	233	3.9	468	7.0
employed PART-time, while in school . .	3835	30.3	1486	25.1	2349	35.0
full-time student, not employed part-time	4251	33.6	2014	34.0	2232	33.2
unemployed, but looking for paid employment.	438	3.5	186	3.1	252	3.7
unemployed, not looking for paid employment.	259	2.0	97	1.6	162	2.4



Are five-year graduates in the labor market?

Table B2.2

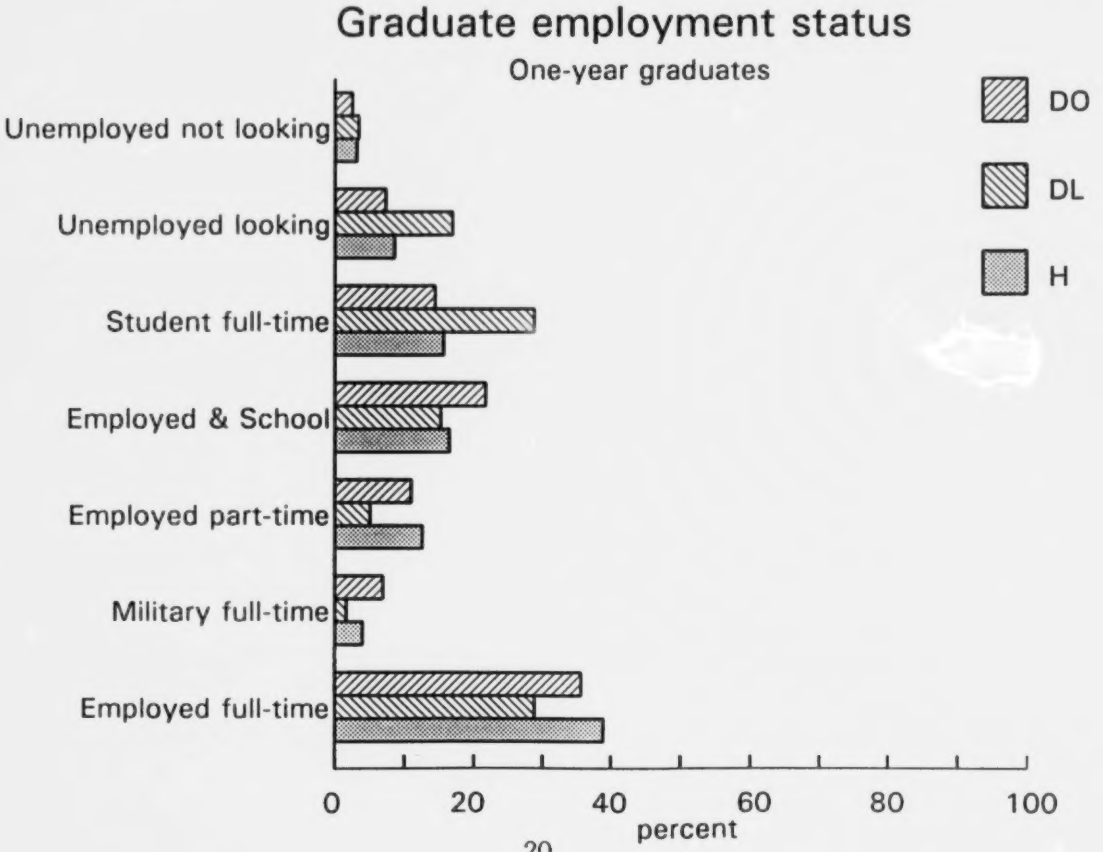
Five-year Graduate Status	Total N	Total %	Male N	Male %	Female N	Female %
Omit	15	0.4	4	0.2	11	0.5
employed FULL-time in a non-military occupation.	2359	60.0	1101	60.3	1257	59.8
employed FULL-time in the military. . .	148	3.8	126	6.9	22	1.0
employed PART-time, not in school. . .	185	4.7	44	2.4	141	6.7
employed PART-time, while in school . .	578	14.7	254	13.9	324	15.4
full-time student, not employed	423	10.8	227	12.4	194	9.2
unemployed, but looking for paid employment.	121	3.1	54	3.0	67	3.2
unemployed, not looking for paid employment.	103	2.6	16	0.9	87	4.1



How are one-year graduates participating in the labor market?

Table B1.3

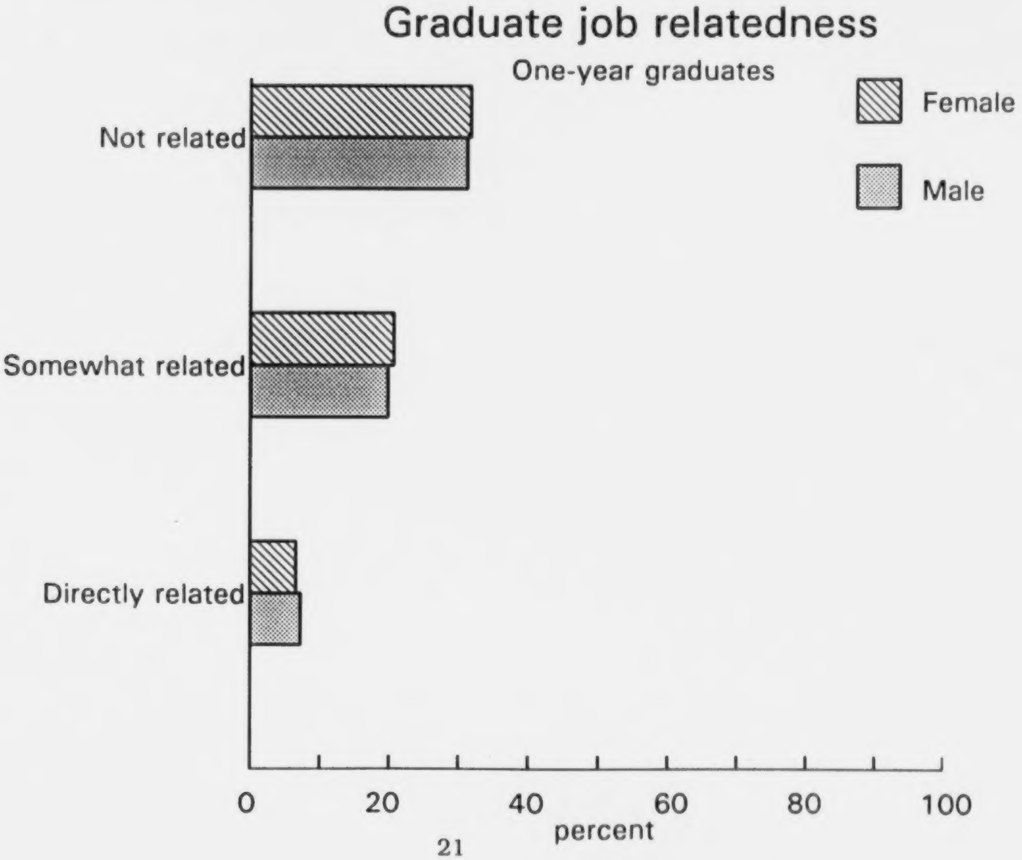
One-year Graduate Status	Special Needs Graduates					
	H		DL		DO	
	N	%	N	%	N	%
Omit	3	0.6	0	0.0	6	0.4
employed FULL-time in a non-military occupation.	186	38.9	17	28.8	484	35.6
employed FULL-time in the military. . .	19	4.0	1	1.7	94	6.9
employed PART-time, not in school. . .	60	12.6	3	5.1	149	11.0
employed PART-time, while in school . .	79	16.5	9	15.3	295	21.7
full-time student, not employed part-time	75	15.7	17	28.8	196	14.4
unemployed, but looking for paid employment.	41	8.6	10	16.9	100	7.4
unemployed, not looking for paid employment.	15	3.1	2	3.4	34	2.5



Do graduates work in fields related to their educational training?

Table B1.4

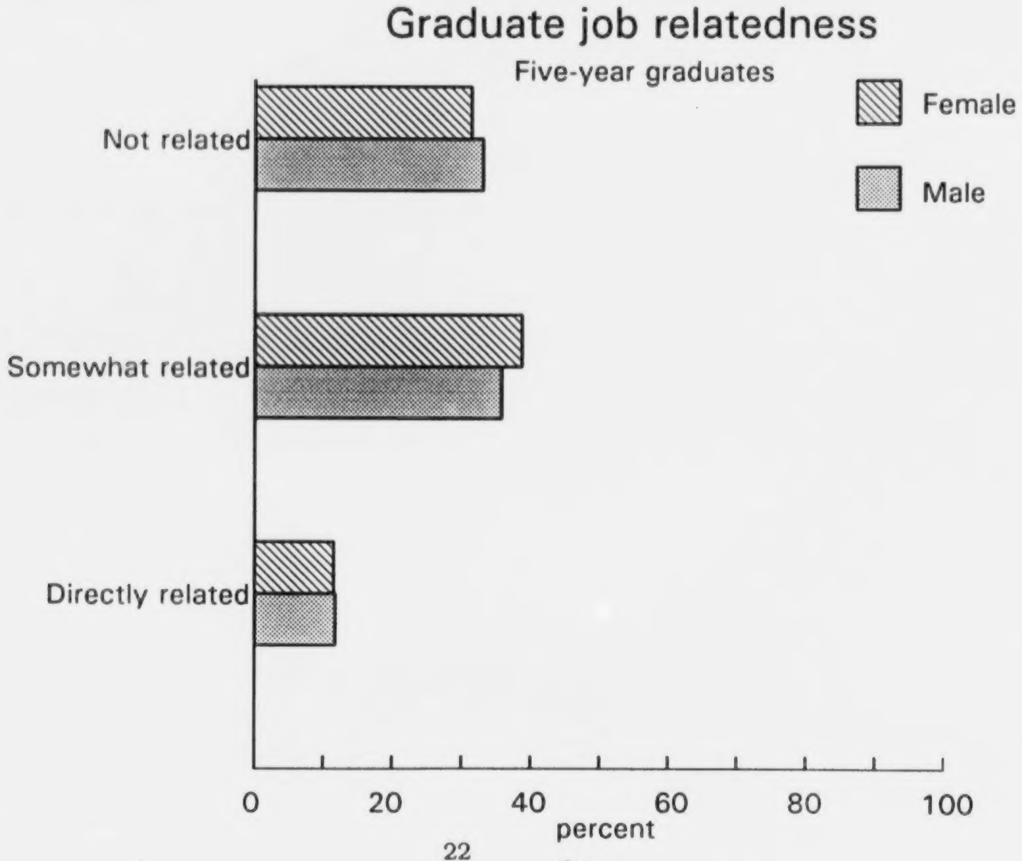
One-year Graduate Response	Male N	Male %	Female N	Female %
Omit	2473	41.7	2760	41.1
directly related to high school vocational preparation.	429	7.2	441	6.6
somewhat related to high school vocational preparation.	1174	19.8	1388	20.7
not related to high school vocational preparation.	1849	31.2	2132	31.7



Do graduates work in fields related to their educational training?

Table B2.3

Five-year Graduate Response	Male N	Male %	Female N	Female %
Omit	353	19.3	387	18.4
directly related to high school vocational preparation.	215	11.8	241	11.5
somewhat related to high school vocational preparation.	654	35.8	815	38.8
not related to high school vocational preparation.	604	33.1	661	31.4



Do graduates work in fields related to their educational training?

Table B1.5

One-year Graduate Response	H N	H %	DL N	DL %	DO N	DO %
Omit	141	29.5	26	44.1	352	25.9
directly related to high school vocational preparation	48	10.0	5	8.5	104	7.7
somewhat related to high school vocational preparation	128	26.8	10	16.9	345	25.4
not related to high school vocational preparation.	161	33.7	18	30.5	557	41.0

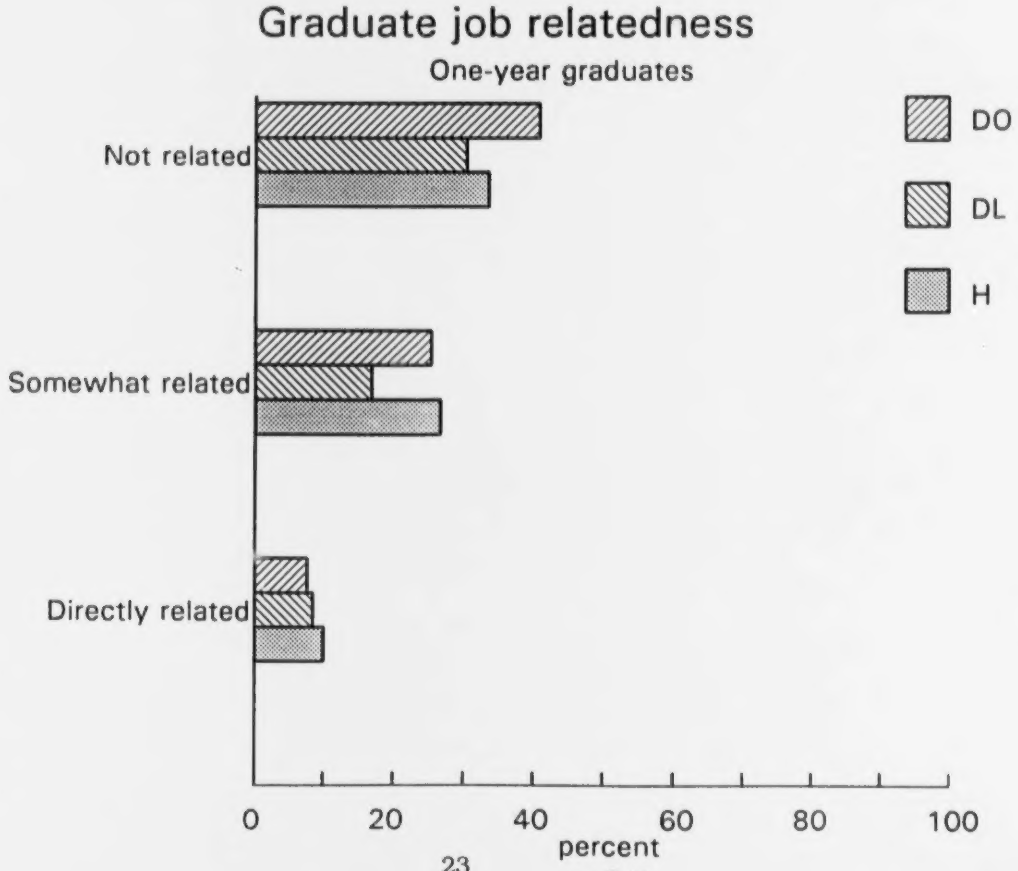
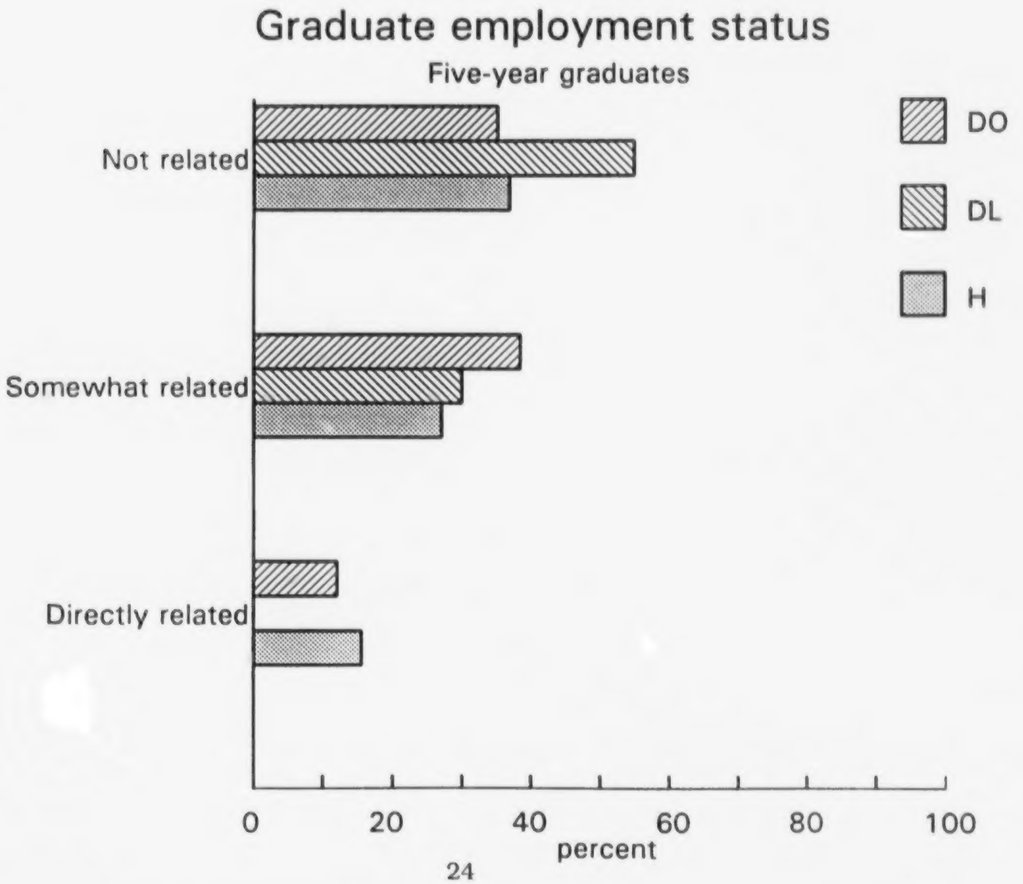


Chart B2
Page B2.4
Graduate - Five-Year Follow-up Study

Do graduates work in fields related to their educational training?

Table B2.4

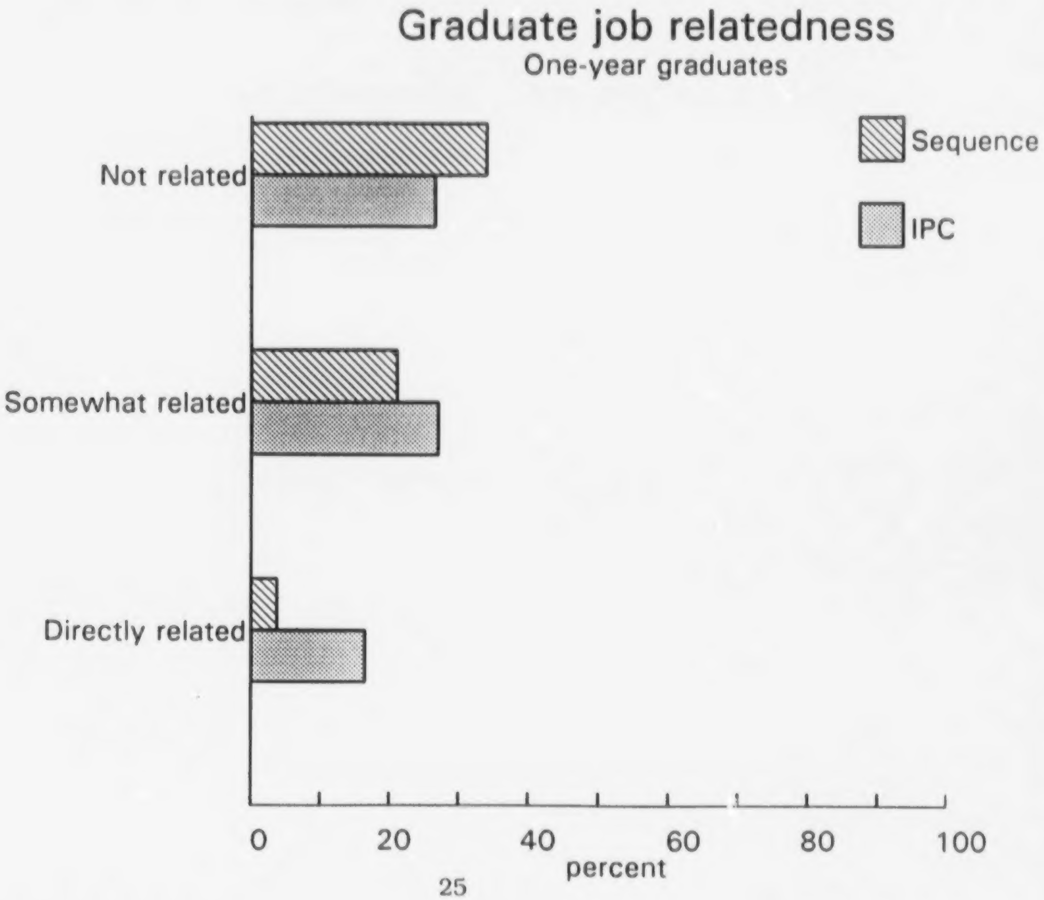
Five-year Graduate Response	H N	H %	DL N	DL %	DO N	DO %
Omit	25	20.5	3	15.0	26	14.3
directly related to high school vocational preparation	19	15.6	0	0.0	22	12.1
somewhat related to high school vocational preparation	33	27.0	6	30.0	70	38.5
not related to high school vocational preparation	45	36.9	11	55.0	64	35.2



Do graduates work in fields related to their educational training?

Table B1.6

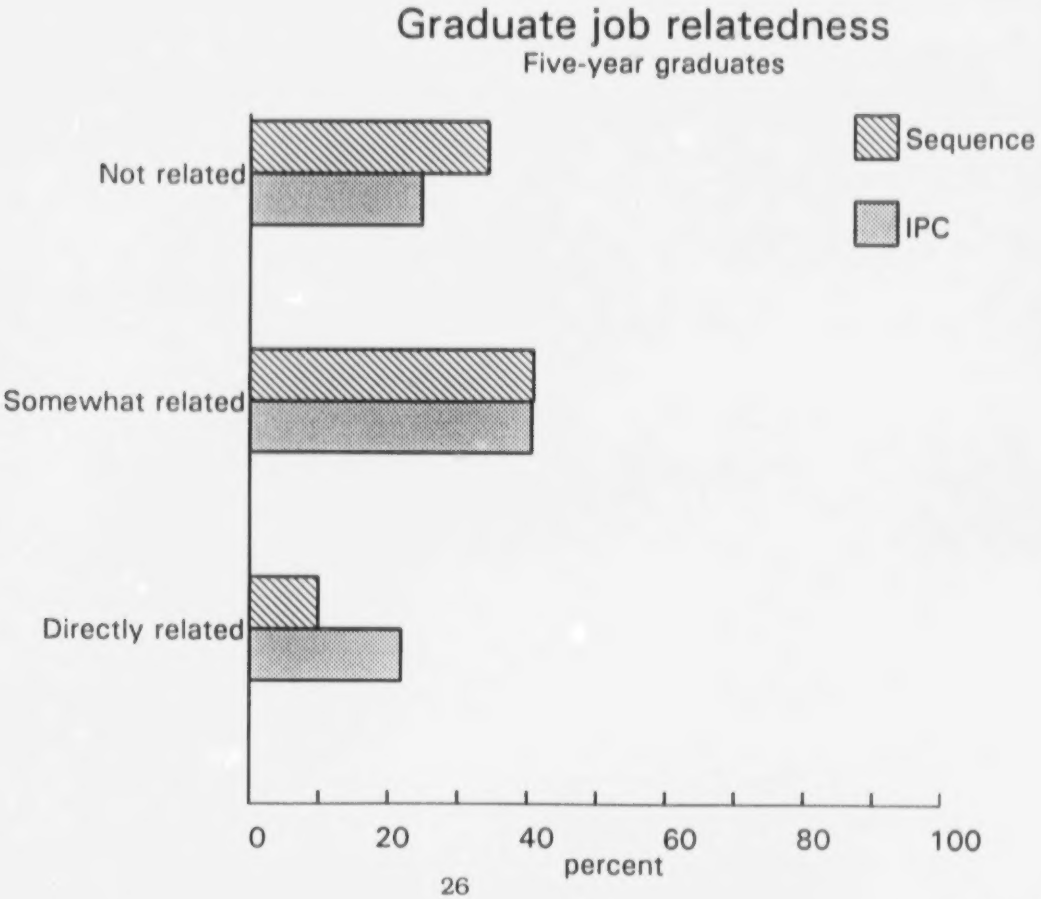
One-year Graduate Response	IPC N	IPC %	Sequence N	Sequence %
Omit	1100	29.9	2348	41.2
directly related to high school vocational preparation.	607	16.5	214	3.8
somewhat related to high school vocational preparation.	997	27.1	1199	21.1
not related to high school vocational preparaton	979	26.6	1934	34.0



Do graduates work in fields related to their educational training?

Table B2.5

Five-year Graduate Response	IPC N	IPC %	Sequence N	Sequence %
Omit	126	12.6	269	14.9
directly related to high school vocational preparation	219	21.9	179	9.9
somewhat related to high school vocational preparation	406	40.6	739	40.9
not related to high school vocational preparation	248	24.8	621	34.4

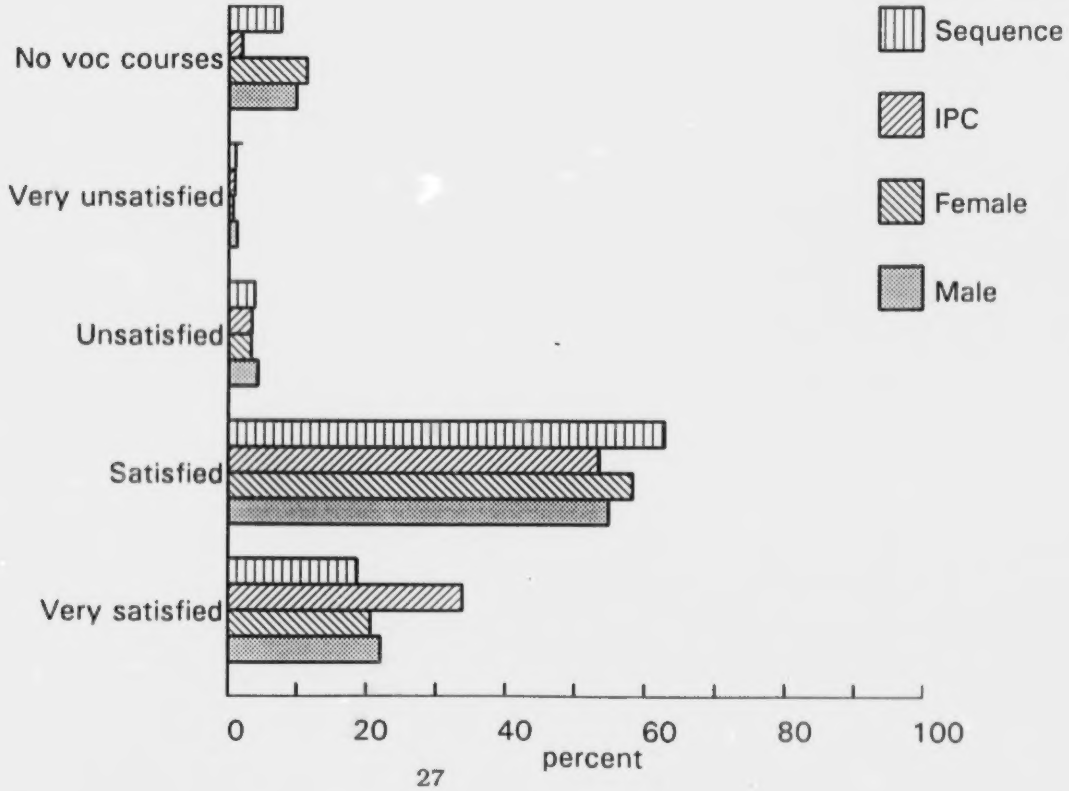


Are one-year graduates satisfied with vocational courses?

Table B1.7

One-year Graduate Response	Male N	Male %	Female N	Female %	IPC N	IPC %	Sequence N	Sequence %
Omit	440	7.4	363	5.4	230	6.2	334	5.9
I was very satisfied .	1310	22.1	1390	20.7	1247	33.9	1065	18.7
I was satisfied. . . .	3257	55.0	3925	58.4	1975	53.6	3585	63.0
I was unsatisfied. . .	254	4.3	222	3.3	126	3.4	218	3.8
I was very unsatisfied	76	1.3	47	0.7	33	0.9	55	1.0
I did not take any vocational courses . .	589	9.9	769	11.4	72	2.0	437	7.7

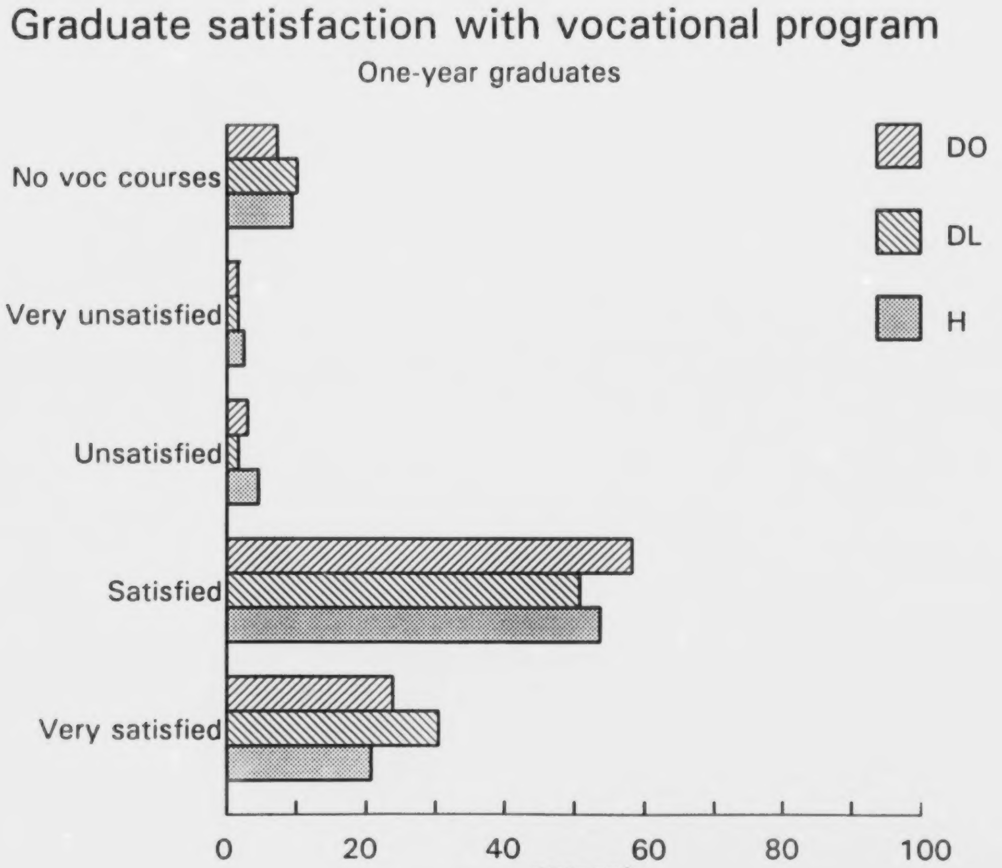
Graduate satisfaction with high school vocational courses
One-year graduates



Are one-year graduates satisfied with vocational courses?

Table B1.8

One-year Graduate Response	Special Needs Graduates H N	H %	DL N	DL %	DO N	DO %
Omit	43	9.0	3	5.1	79	5.8
I was very satisfied	99	20.7	18	30.5	324	23.9
I was satisfied.	257	53.8	30	50.8	791	58.2
I was unsatisfied.	22	4.6	1	1.7	41	3.0
I was very unsatisfied	12	2.5	1	1.7	21	1.5
I did not take any vocational courses.	45	9.4	6	10.2	100	7.4



Do you feel vocational courses, including career exploration and the development of saleable job skills, should be part of the high school program?

Table B1.9

One-year Graduate Status	IPC N	IPC %	Sequence N	Sequence %	GE N	GE %
Omit	262	7.1	399	7.0	287	8.8
Yes	3030	82.3	4548	79.9	2382	73.2
Not sure.	352	9.6	649	11.4	467	14.3
No.	39	1.1	94	1.7	116	3.6

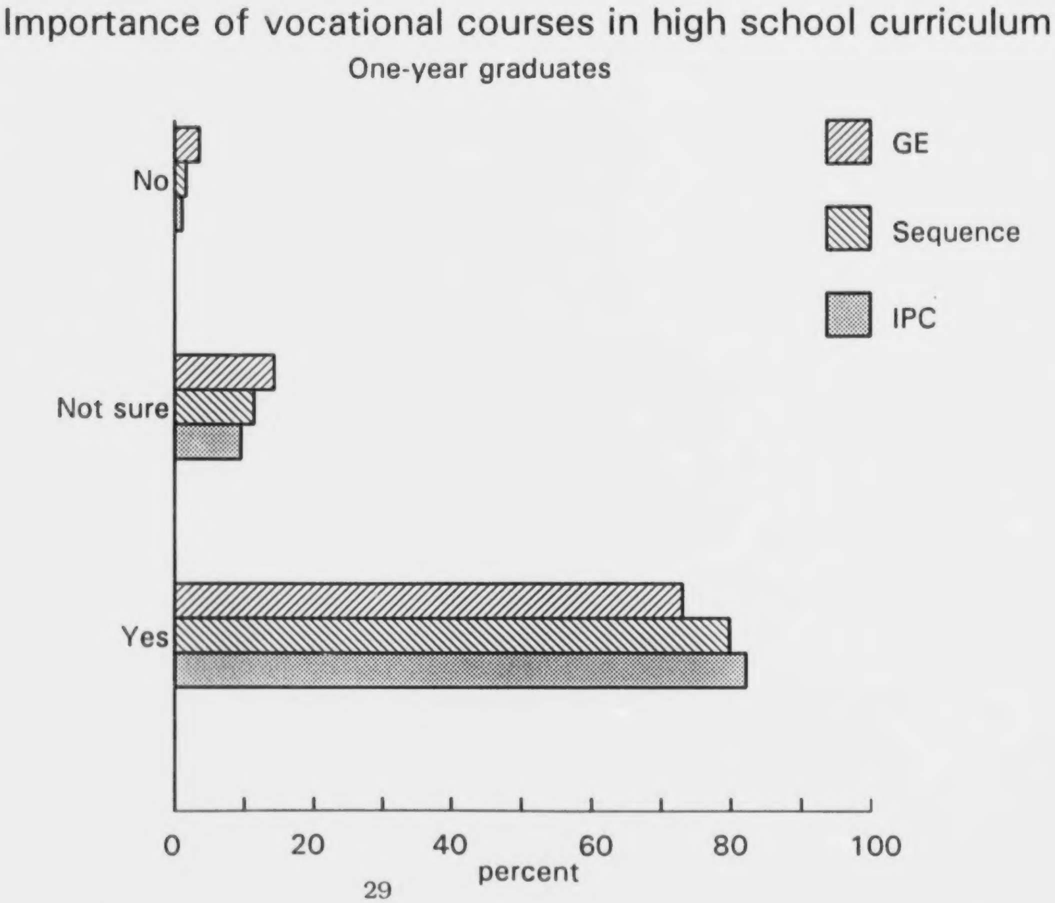


Chart B2
Page B2.6
Graduate - Five-Year Follow-up Study

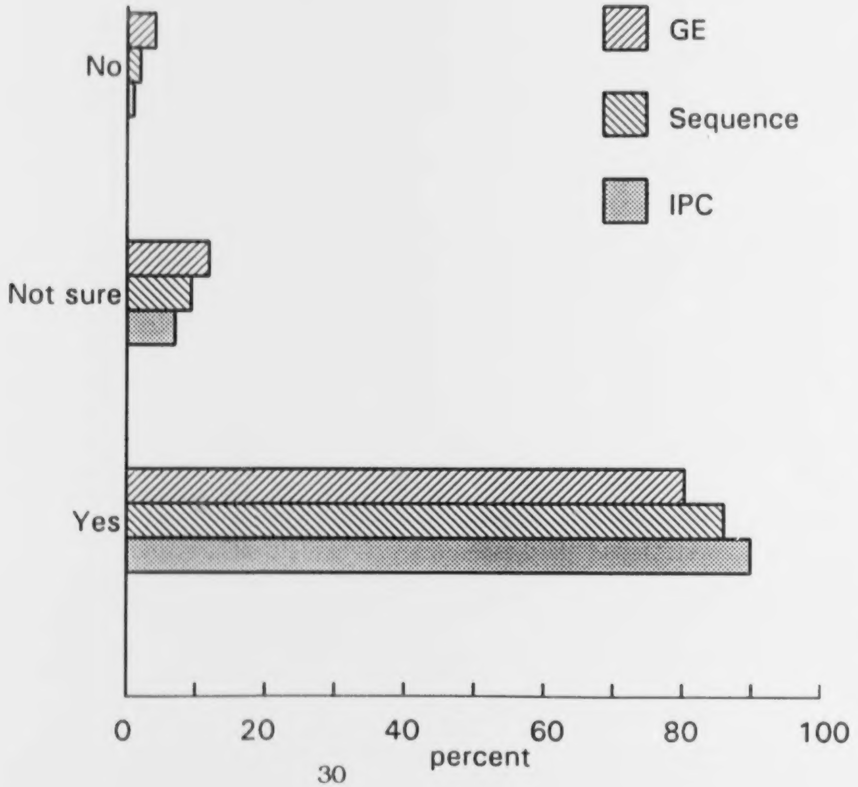
Do you feel vocational courses, including career exploration and the development of saleable job skills, should be part of the high school program?

Table B2.6

Five-year Graduate Status	IPC N	IPC %	Sequence N	Sequence %	GE N	GE %
Omit	21	2.1	49	2.7	27	3.9
Yes	898	89.9	1555	86.1	553	80.4
Not sure.	70	7.0	168	9.3	82	11.9
No.	10	1.0	34	1.9	28	4.1

Importance of vocational courses in high school curriculum

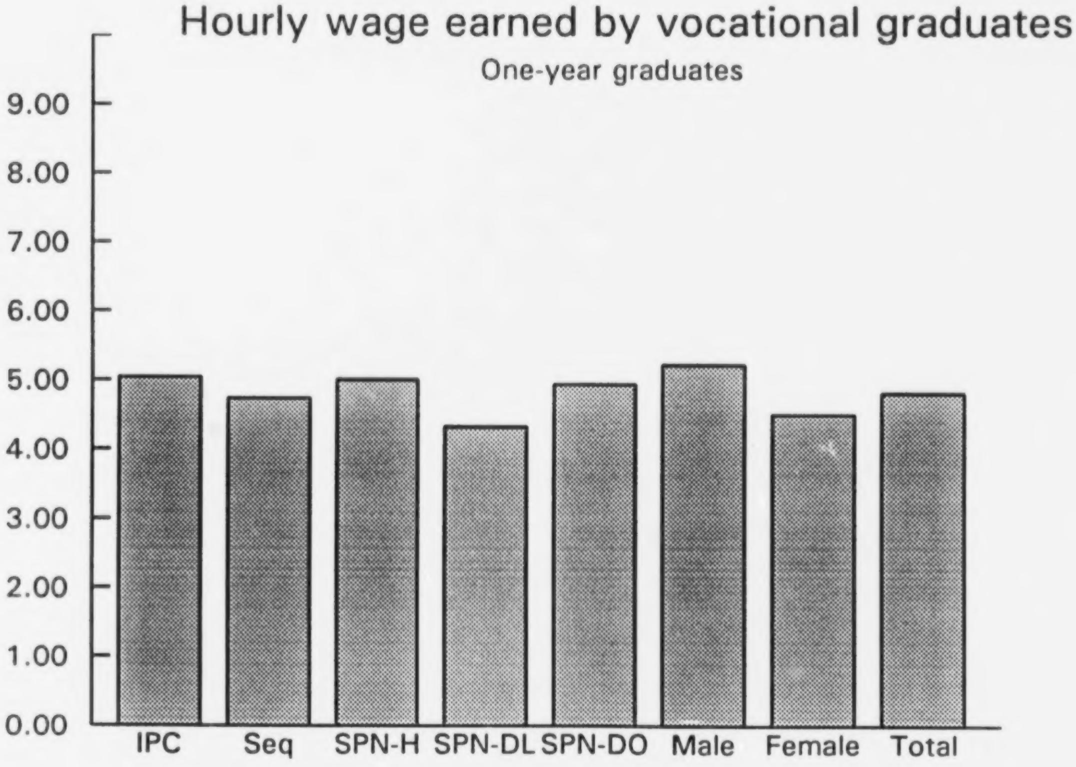
Five-year graduates



What do vocational graduates earn?

Table B1.10

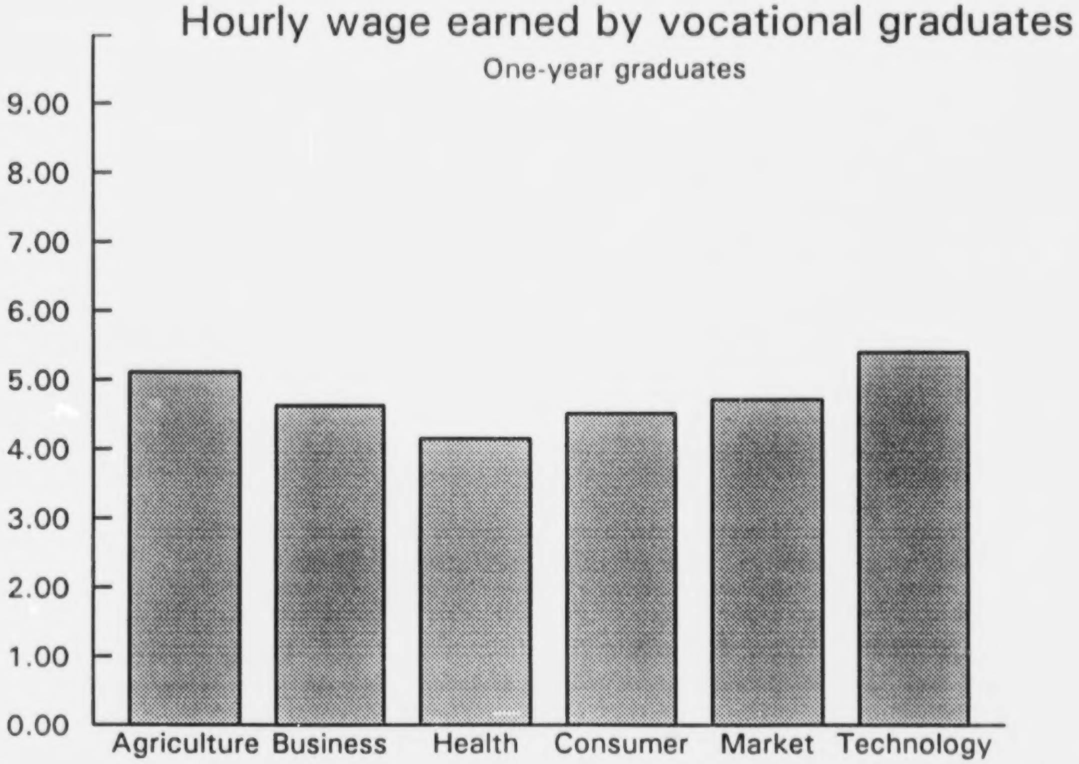
One-year Graduate Response	Wage	N
IPC	5.04	2270
Sequence	4.74	2975
Special needs, Handicapped	5.00	288
Special needs, DL	4.33	29
Special needs, DO	4.94	844
Male	5.22	2876
Female	4.50	3712
Total	4.81	6588



What do vocational graduates earn?

Table B1.17

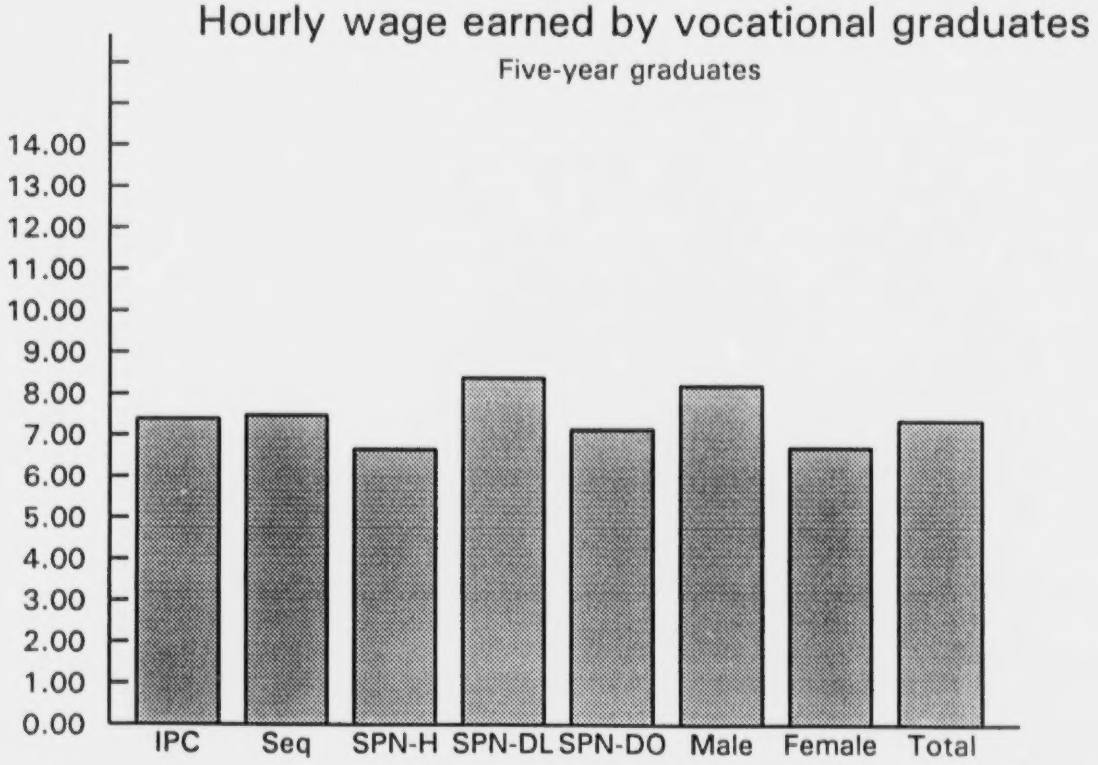
One-year Graduate Response	Wage	N
Agriculture	5.11	319
Business Education	4.62	2080
Health Occupations	4.15	26
Family and Consumer Education	4.51	848
Marketing Education	4.71	395
Technology Education	5.39	1569



What do vocational graduates earn?

Table B2.7

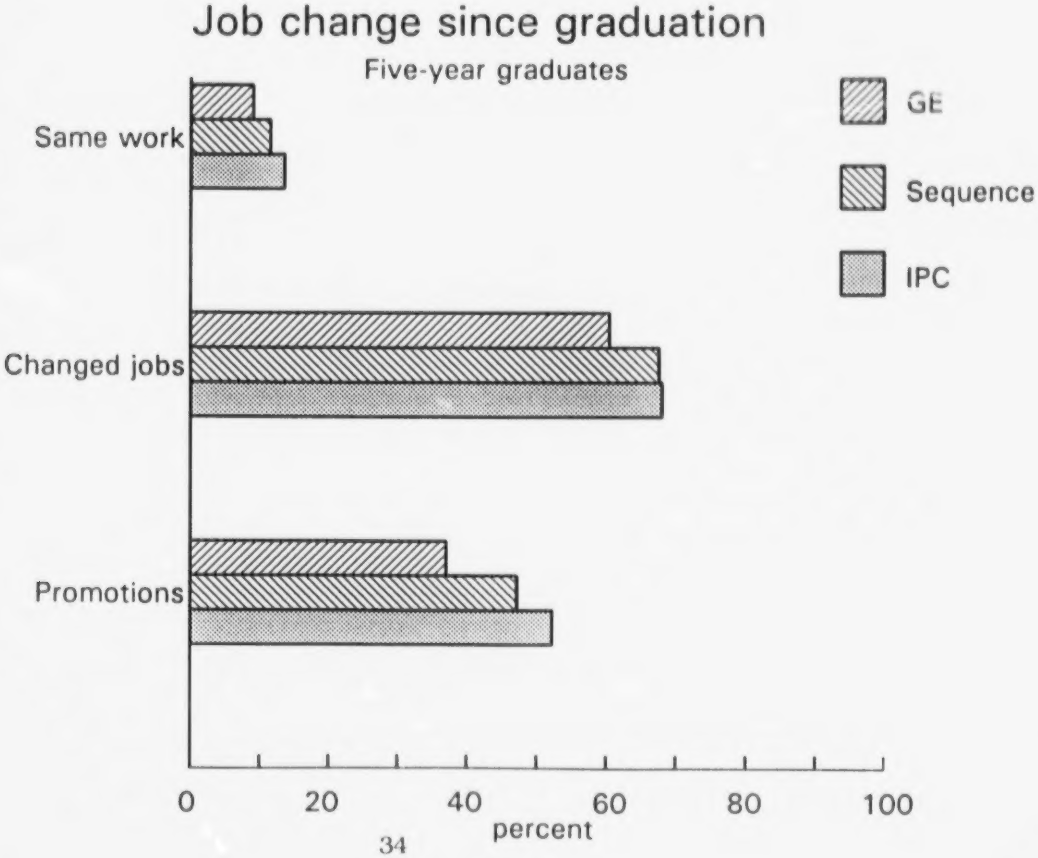
Five-year Graduate Response	Wage	N
IPC	7.39	683
Sequence	7.47	1208
Special needs, Handicapped	6.65	76
Special needs, DL	8.39	14
Special needs, DO	7.13	113
Male	8.20	1096
Female	6.69	1396
Total	7.35	2492



Since leaving high school (job change):

Table B2.8

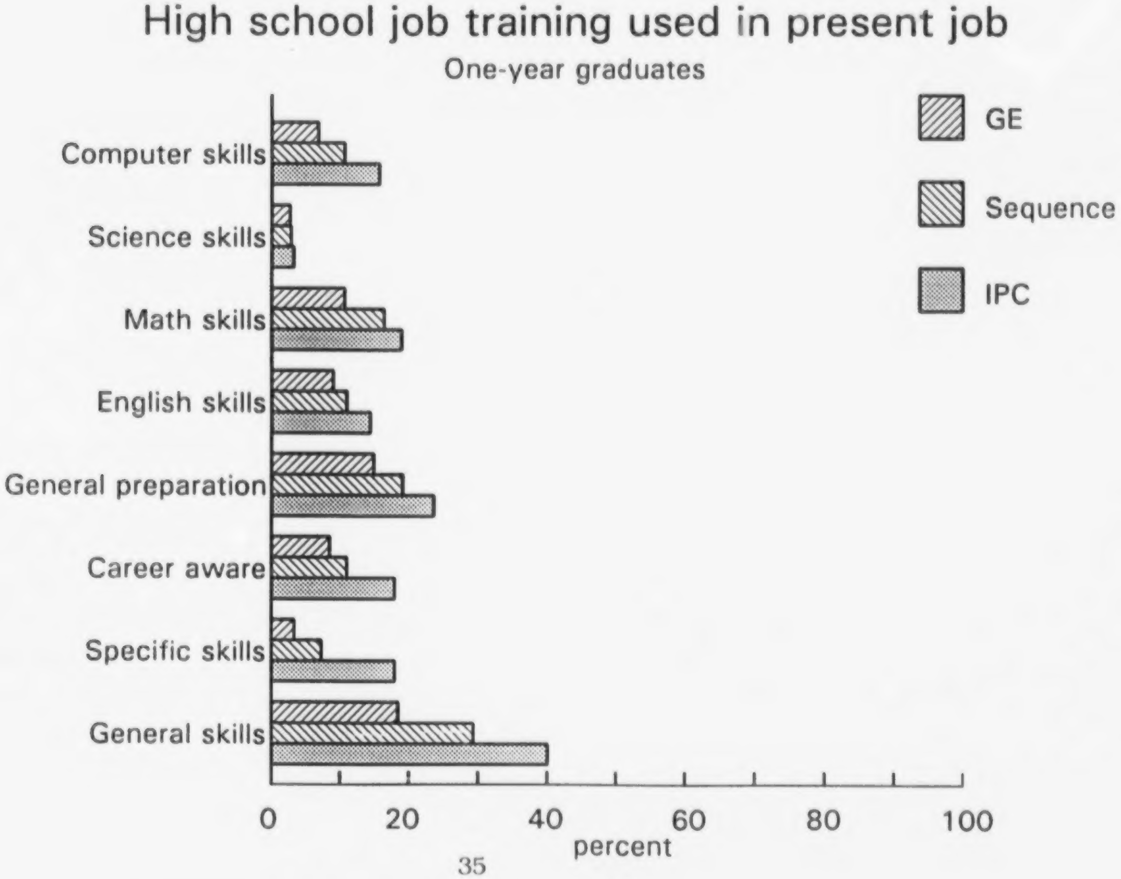
Five-year Graduate Response	IPC N	IPC %	Sequence N	Sequence %	GE N	GE %
Omit	49	4.9	143	7.9	130	18.9
I have received one or more job promotions.	522	52.3	853	47.2	255	37.1
I have changed jobs one or more times .	680	68.1	1222	67.6	416	60.5
I am doing the same work that I did immediately following high school graduation.	136	13.6	208	11.5	62	9.0



What parts of your high school job training preparation have been of greatest value in your present job?

Table B1.11

One-year Graduate Response	IPC N	IPC %	Sequence N	Sequence %	GE N	GE %
Omit	1346	36.5	2657	46.7	1983	60.9
General job skills.	1476	40.1	1669	29.3	601	18.5
Specific job skills	662	18.0	418	7.3	108	3.3
Career awareness.	663	18.0	626	11.0	277	8.5
General preparation.	870	23.6	1089	19.1	486	14.9
English skills used in vocational classes	530	14.4	624	11.0	293	9.0
Math skills used in vocational classes .	698	19.0	936	16.4	347	10.7
Science skills used in vocational classes	120	3.3	160	2.8	87	2.7
Computer skills	579	15.7	609	10.7	223	6.8



What parts of your high school job training preparation have been of greatest value in your present job?

Table B2.9

Five-year Graduate Response	IPC		Sequence		GE	
	N	%	N	%	N	%
Omit	176	17.6	363	20.1	249	36.2
General skills.	509	51.0	691	38.2	157	22.8
Specific job skills	207	20.7	255	14.1	27	3.9
Career awareness.	230	23.0	358	19.8	89	12.9
General preparation.	345	34.5	571	31.6	192	27.9
English skills used in vocational classes	231	23.1	434	24.0	146	21.2
Math skills used in vocational classes .	305	30.5	579	32.0	136	19.8
Science skills used in vocational classes	65	6.5	171	9.5	59	8.6
Computer skills	246	24.6	378	20.9	94	13.7

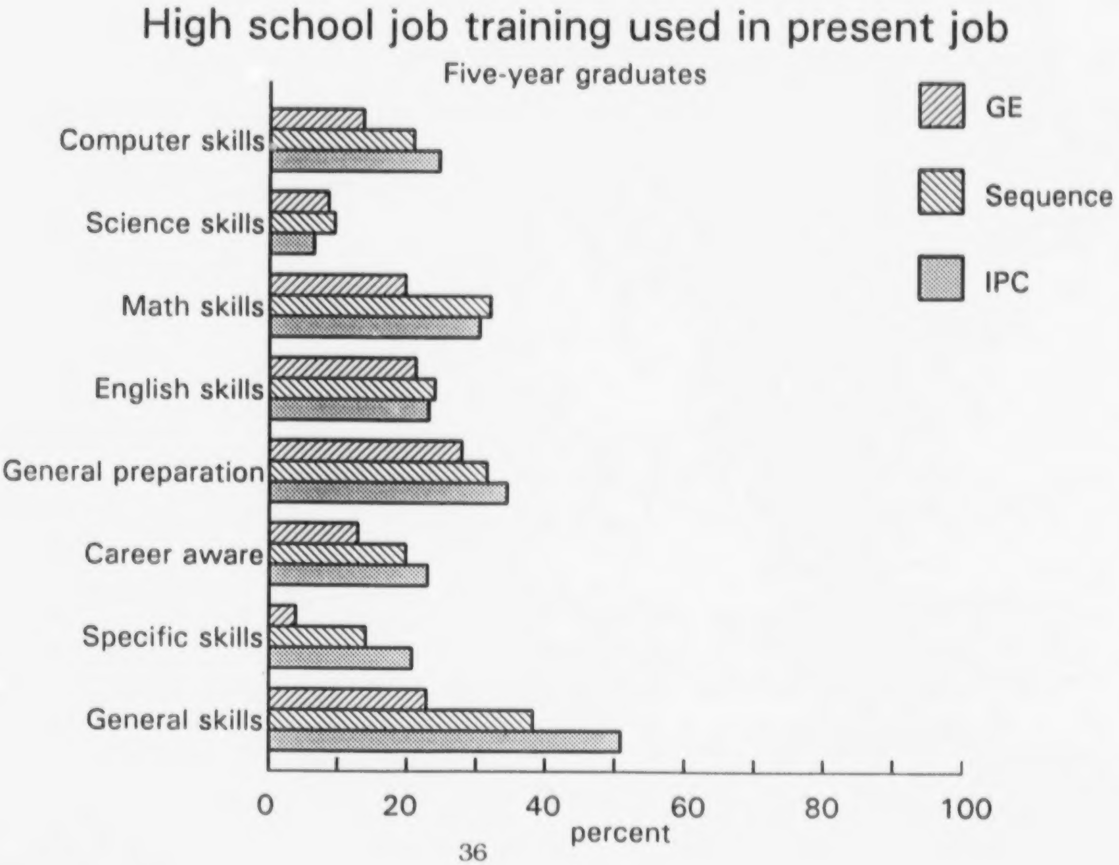


Chart B1
Page B1.12
Graduate - One-Year Follow-up Study

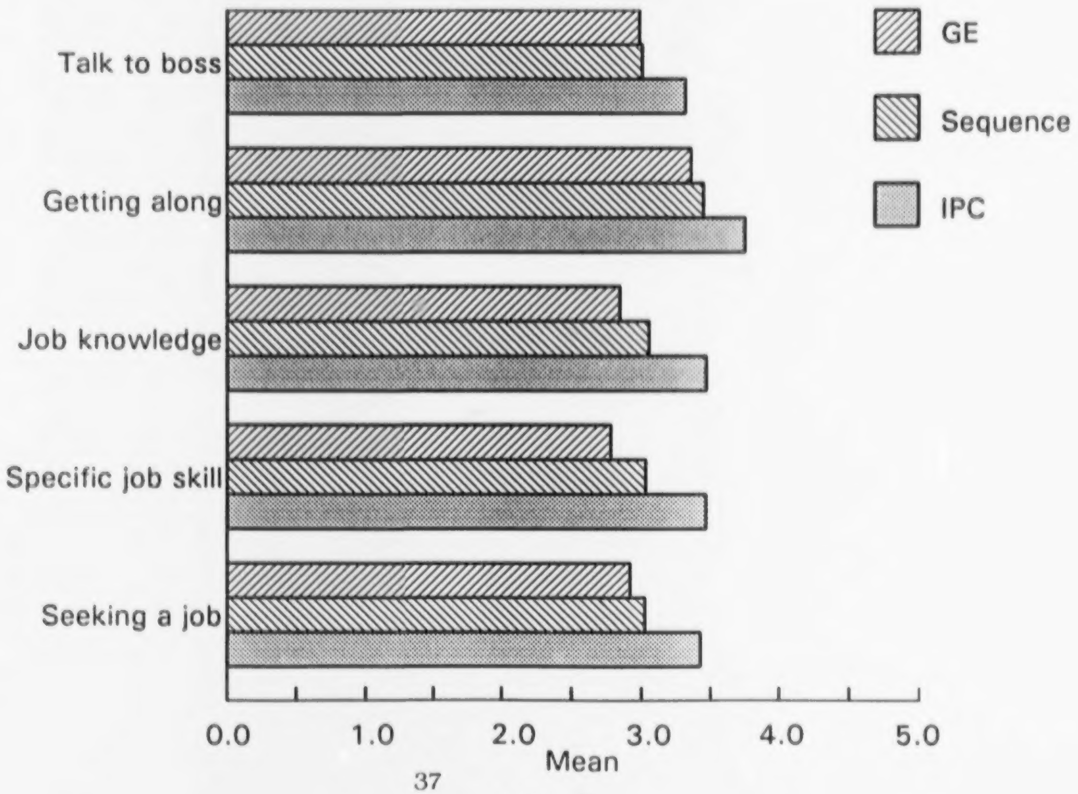
In general, how adequate was your high school preparation in the following situations or life skills?

Table B1.12

One-year Graduate Response	IPC N	IPC Mean	Sequence N	Sequence Mean	GE N	GE Mean
Seeking a job	3210	3.428	5098	3.025	2803	2.922
Learning specific job skills.	3214	3.470	5092	3.032	2797	2.784
Learning specific job knowledge	3210	3.475	5083	3.058	2788	2.851
Getting along with other workers. . . .	3201	3.758	5071	3.452	2804	3.364
Being able to talk to the boss about your problems	3198	3.319	5077	3.008	2791	2.986

High school job training used in present job

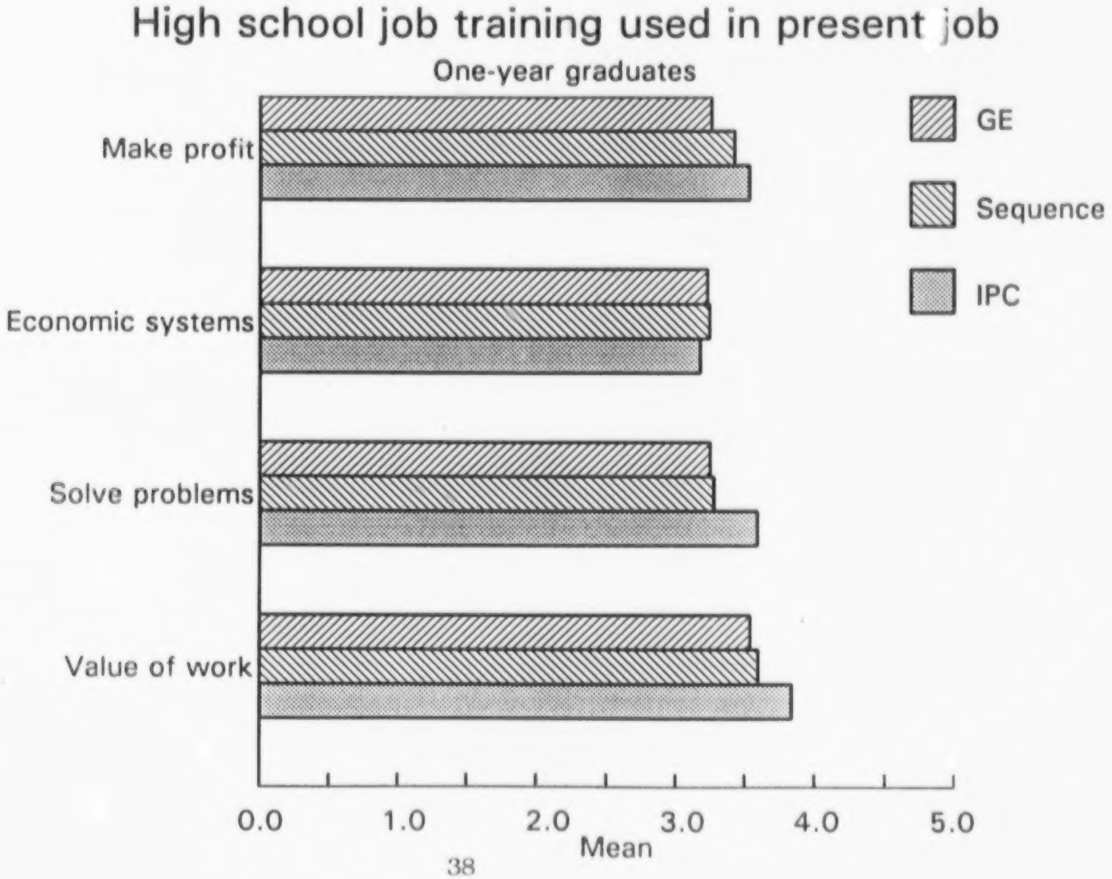
One-year graduates



In general, how adequate was your high school preparation in the following situations or life skills?

Table B1.13

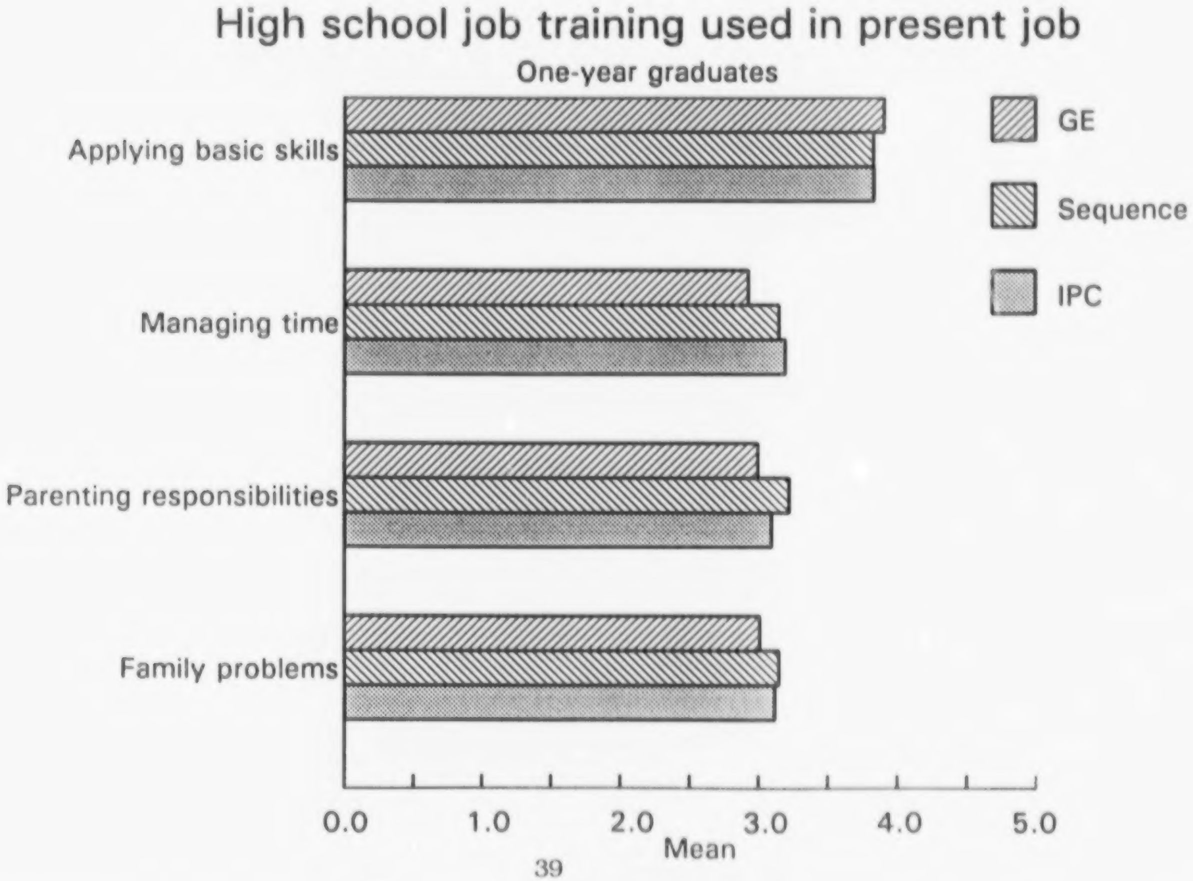
One-year Graduate Response	IPC N	IPC Mean	Sequence N	Sequence Mean	GE N	GE Mean
Understanding the value and importance of work.	3203	3.840	5082	3.598	2803	3.542
Solving problems on the job	3189	3.595	5073	3.281	2779	3.252
Understanding the U.S. and world economic systems (supply-demand, inflation, recession, etc).	3202	3.184	5089	3.250	2829	3.234
Understanding how a business makes a profit.	3195	3.537	5070	3.429	2798	3.263



In general, how adequate was your high school preparation in the following situations or life skills?

Table B1.14

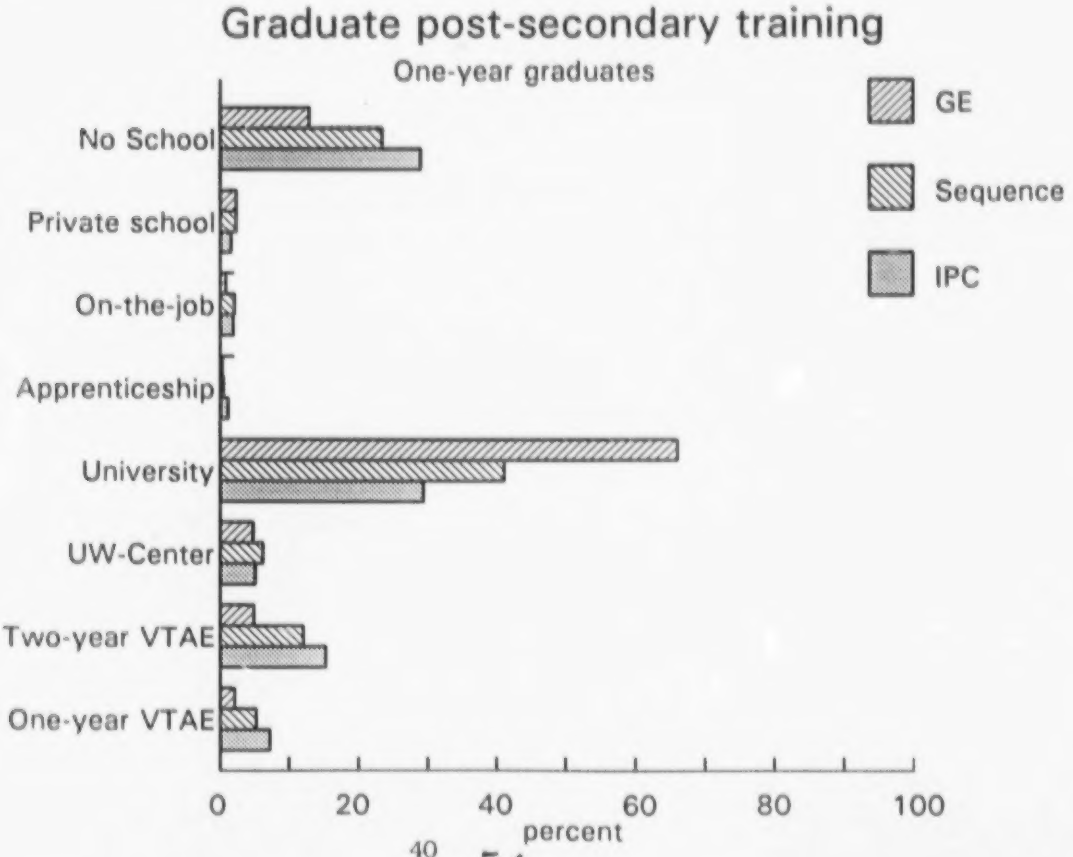
One-year Graduate Response	IPC N	IPC Mean	Sequence N	Sequence Mean	GE N	GE Mean
Understanding alternatives for solving home and family related problems.	3174	3.120	5061	3.149	2791	3.013
Understanding child growth and development and parenting responsibilities.	3182	3.099	5069	3.227	2798	2.999
Managing career responsibilities with home and family responsibilities .	3167	3.199	5050	3.154	2775	2.934
Applying basic skill preparation in math, reading, writing, spelling, speaking, listening to everyday problems.	3213	3.841	5100	3.837	2840	3.911



What post-secondary programs are graduates currently attending?

Table B1.15

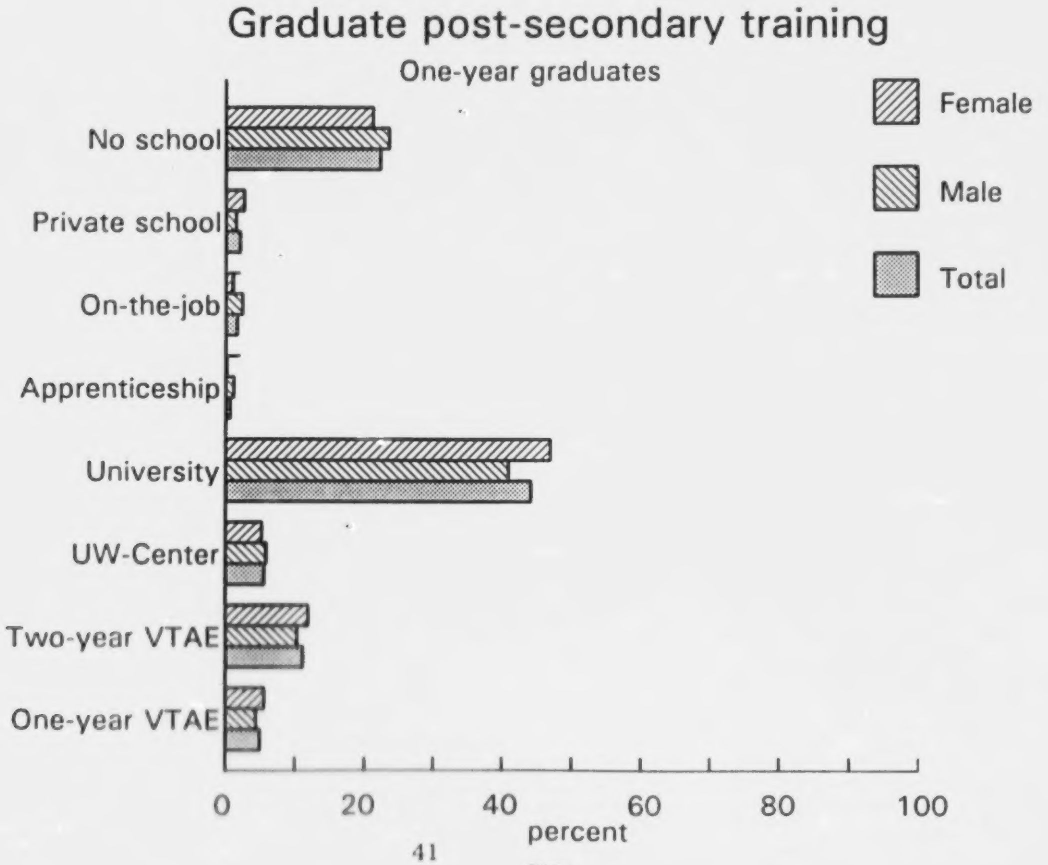
One-year Graduate Response	IPC N	IPC %	Sequence N	Sequence %	GE N	GE %
Omit	237	6.4	285	5.0	138	4.2
One-year VTAE program	266	7.2	299	5.3	68	2.1
Two-year VTAE program	564	15.3	688	12.1	159	4.9
Two-year UW-Center program.	191	5.2	355	6.2	156	4.8
University program.	1084	29.4	2345	41.2	2154	66.2
Apprenticeship.	43	1.2	28	0.5	10	0.3
In-service or on-the-job training . . .	71	1.9	117	2.1	27	0.8
Private school program.	58	1.6	134	2.4	75	2.3
I am not attending school	1067	29.0	1335	23.4	421	12.9



What post-secondary programs are graduates currently attending?

Table B1.16

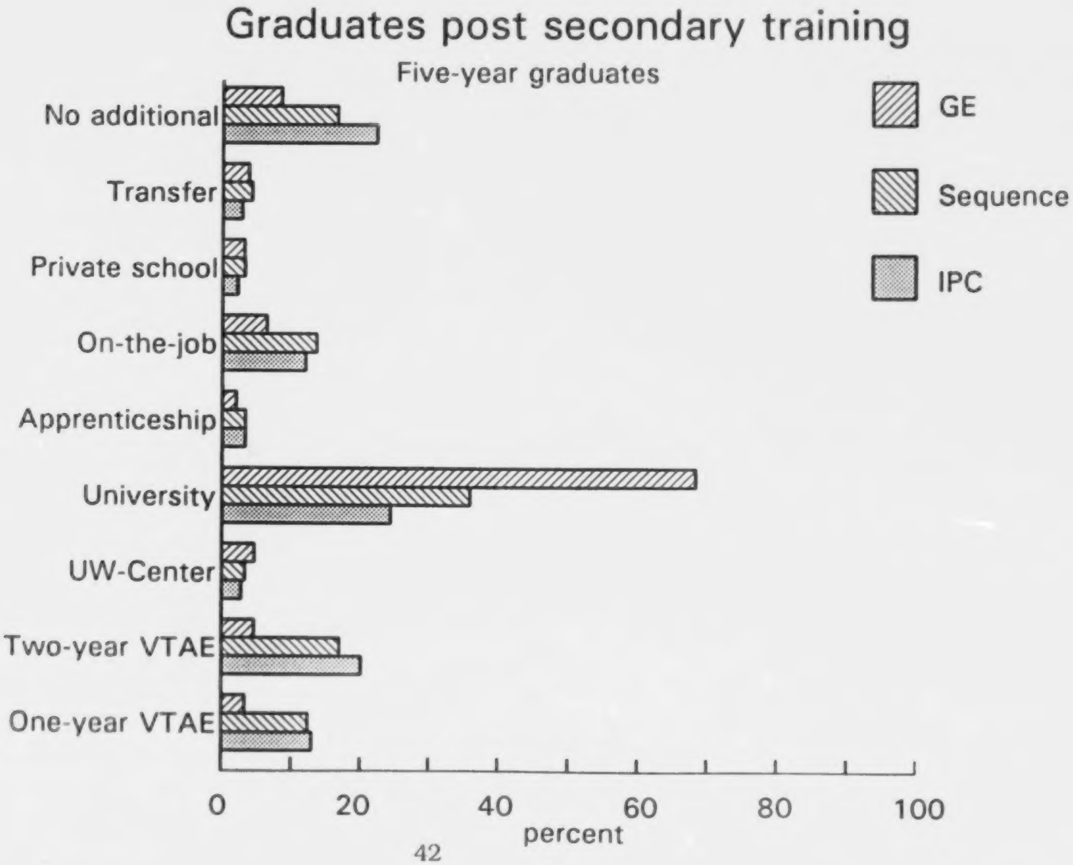
One-year Graduate Response	Total N	Total %	Male N	Male %	Female N	Female %
Omit	660	5.2	415	7.0	244	3.6
One-year VTAE program	634	5.0	261	4.4	373	5.5
Two-year VTAE program	1413	11.2	614	10.4	799	11.9
Two-year UW-Center program.	702	5.5	348	5.9	354	5.3
University program.	5598	44.2	2430	41.0	3161	47.0
Apprenticeship.	82	0.6	69	1.2	13	0.2
In-service or on-the-job training . . .	215	1.7	145	2.4	70	1.0
Private school program.	267	2.1	88	1.5	178	2.6
I am not attending school	2830	22.4	1396	23.6	1430	21.3



What post-secondary program are graduates currently attending?

Table B2.10

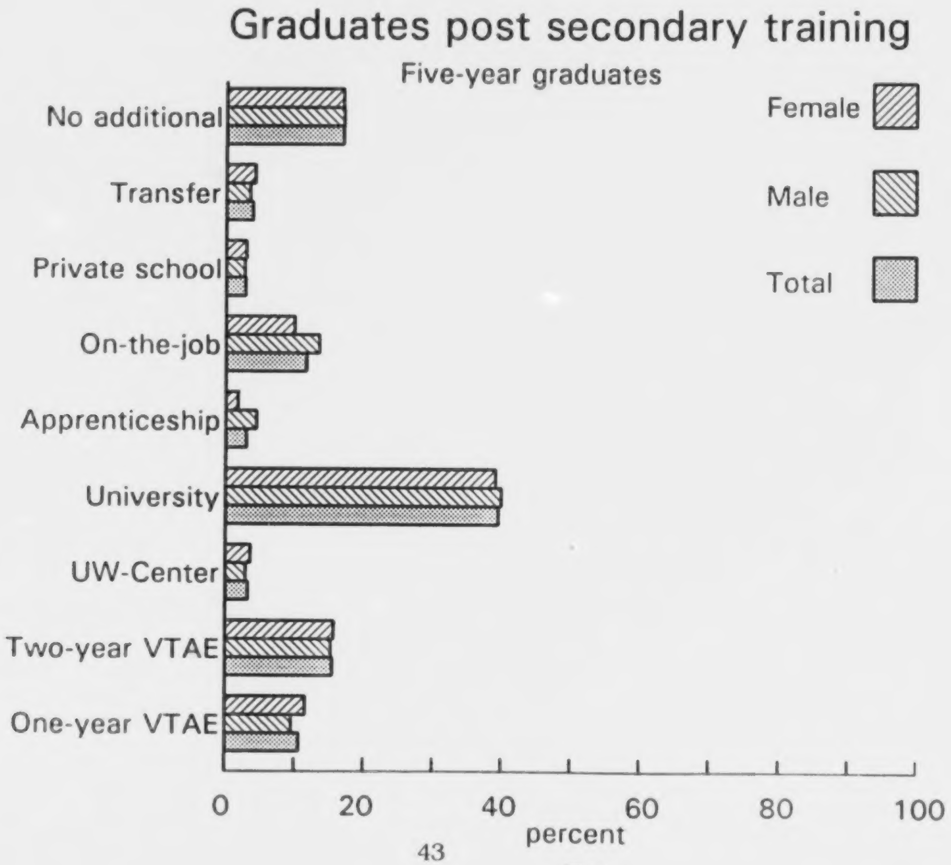
Five-year Graduate Response	IPC N	IPC %	Sequence N	Sequence %	GE N	GE %
Omit	125	12.5	174	9.6	58	8.4
One-year VTAE program	130	13.0	224	12.4	23	3.3
Two-year VTAE program	201	20.1	307	17.0	32	4.7
Two-year UW-Center program.	28	2.8	60	3.3	32	4.7
University program.	244	24.4	650	36.0	471	68.5
Apprenticeship.	33	3.3	60	3.3	14	2.0
In-service or on-the-job training . . .	120	12.0	245	13.6	44	6.4
Private school program.	22	2.2	58	3.2	22	3.2
Started four-year university program and transferred to one of the above	28	2.8	77	4.3	26	3.8
No additional training.	223	22.3	300	16.6	58	8.4



What post-secondary program are graduates currently attending?

Table B2.11

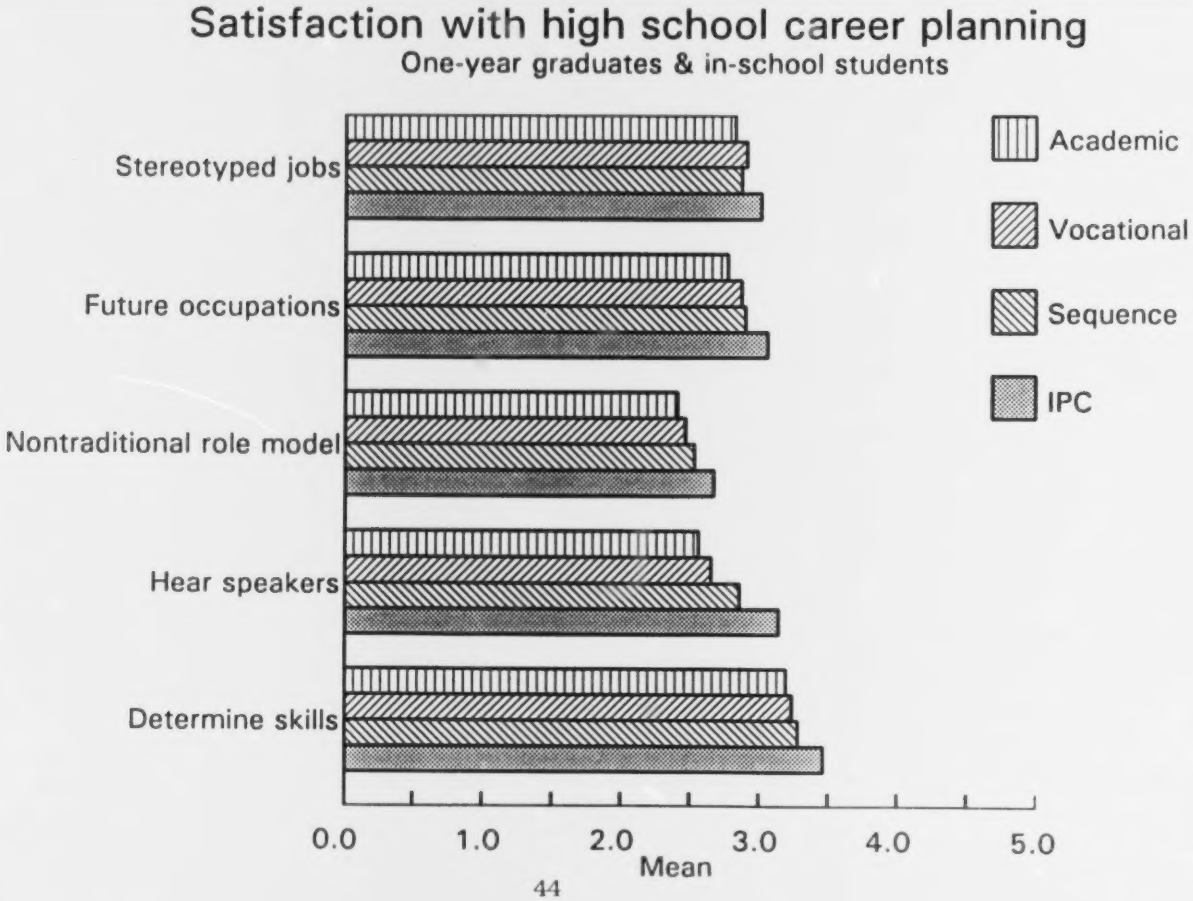
Five-year Graduate Response	Total N	Total %	Male N	Male %	Female N	Female %
Omit	387	9.8	166	9.1	221	10.5
One-year VTAE program	418	10.6	175	9.6	243	11.6
Two-year VTAE program	608	15.5	278	15.2	330	15.7
Two-year UW-Center program.	129	3.3	53	2.9	76	3.6
University program.	1555	39.5	730	40.0	823	39.1
Apprenticeship.	118	3.0	80	4.4	37	1.8
In-service or on-the-job training . . .	457	11.6	247	13.5	209	9.9
Private school program.	110	2.8	49	2.7	61	2.9
Started four-year university program and transferred to one of the above	150	3.8	62	3.4	88	4.2
No additional training.	665	16.9	310	17.0	355	16.9



In general, how adequate was the career planning assistance and information you received at your high school?

Table BD1.1

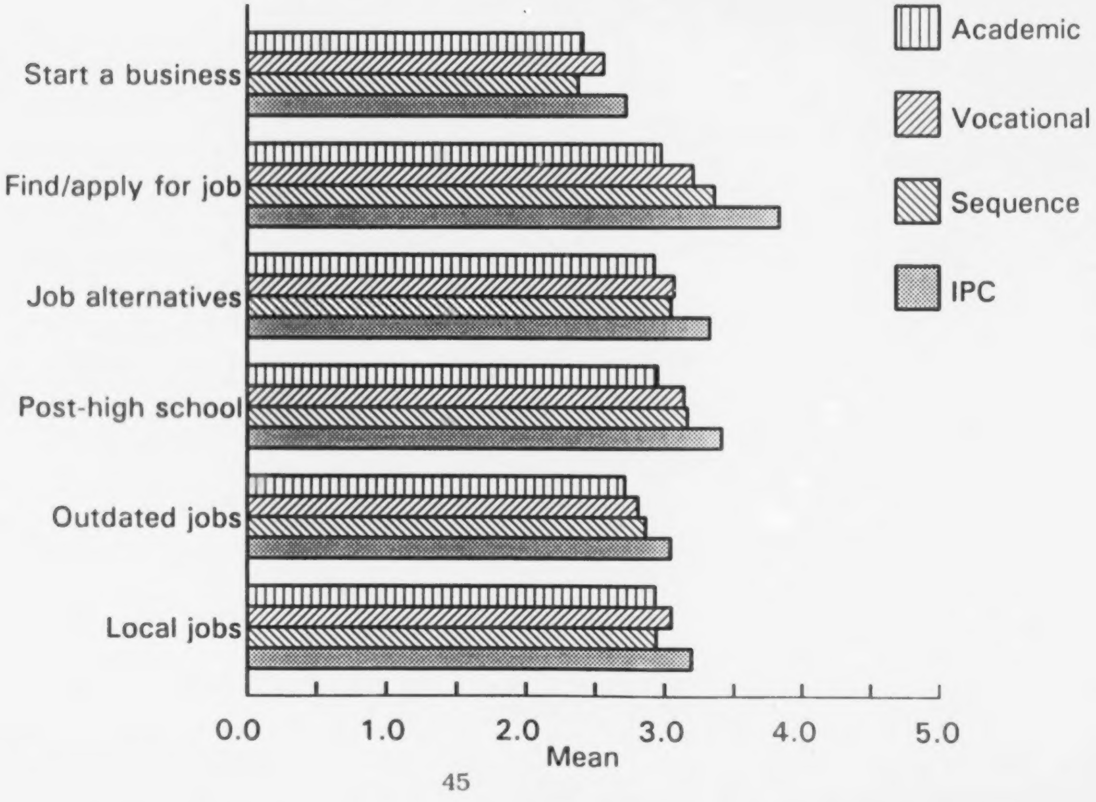
Response	One-year graduates IPC N Mean	 Sequence N Mean	In-school students Vocational N Mean	 Academic N Mean
Determining my skills, interests and abilities	3218 3.468	5102 3.282	37526 3.239	31798 3.195
Opportunity to hear speakers from the world of work.	3208 3.147	5098 2.862	37360 2.658	31711 2.567
Presentation of role models in nontraditional areas (i.e., female mechanics/male nurses)	3187 2.679	5069 2.538	37255 2.473	31552 2.416
New and/or future-oriented occupations .	3194 3.067	5077 2.907	36972 2.878	31287 2.780
Jobs held by primarily males or primarily females.	3178 3.020	5054 2.878	36685 2.917	30973 2.834



In general, how adequate was the career planning assistance and information you received at your high school?

Table BD1.2

Response	One-year graduates IPC N	One-year graduates IPC Mean	One-year graduates Sequence N	One-year graduates Sequence Mean	In-school students Vocational N	In-school students Vocational Mean	In-school students Academic N	In-school students Academic Mean
Occupations which have local job opportunities	3180	3.194	5053	2.940	36684	3.049	30971	2.934
Jobs which have become outdated, overcrowded or offer no opportunity for advancement	3167	3.046	5039	2.867	37028	2.812	31165	2.717
Post-high school vocational education opportunities related to my career goal . . .	3179	3.416	5050	3.165	37017	3.140	31205	2.953
Job alternatives related to my career goal . . .	3189	3.327	5054	3.051	36880	3.072	31148	2.931
How to find a job/how to apply for a job. . .	3196	3.839	5080	3.363	37027	3.208	31259	2.978
How to start a business	3191	2.731	5059	2.385	36994	2.566	31120	2.418

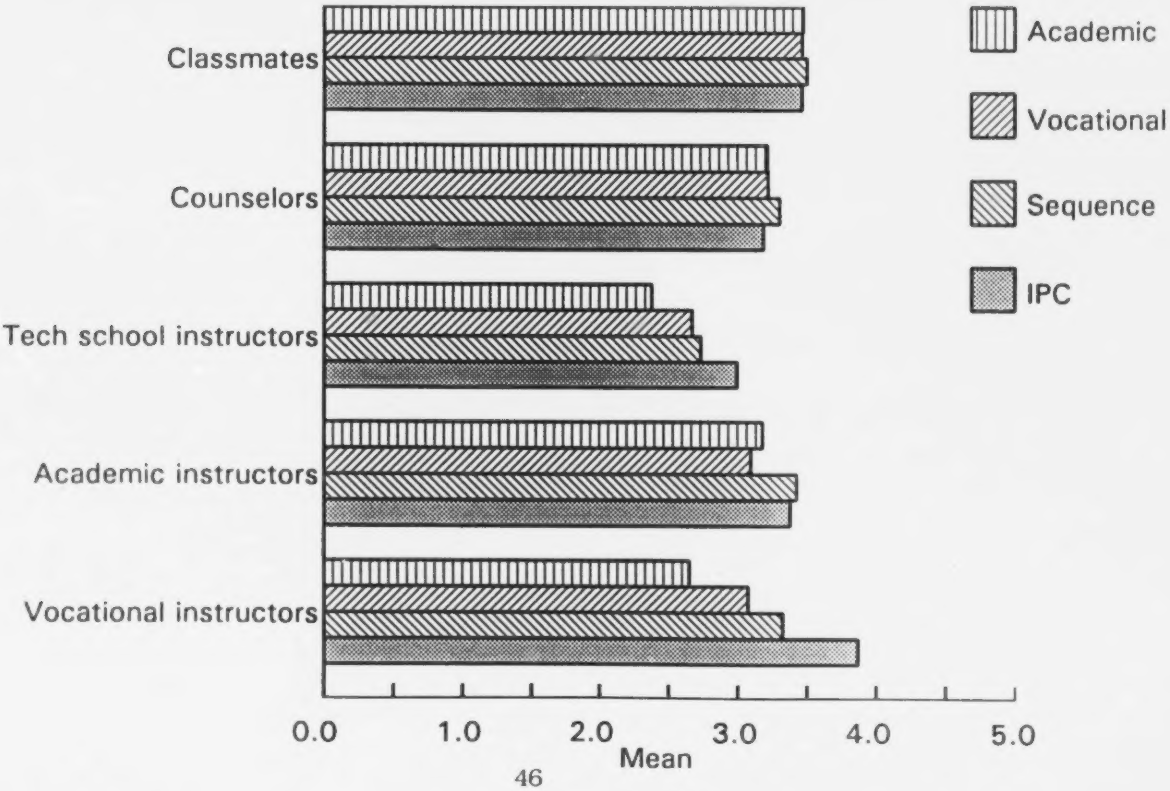

Satisfaction with high school career planning
One-year graduates & in-school students

During my high school career I have received help in studying and planning for a career from the following sources:

Table BD1.3

Response	One-year graduates				In-school students			
	IPC		Sequence		Vocational		Academic	
	N	Mean	N	Mean	N	Mean	N	Mean
Instructors: vocational	3191	3.870	4974	3.325	39019	3.075	32568	2.649
Instructors: academic	3167	3.379	5049	3.425	39101	3.094	33280	3.179
Instructors: technical school . . .	2839	2.995	4541	2.733	37584	2.672	31576	2.379
Counselors (guidance staff) . . .	3170	3.186	5053	3.303	39183	3.222	33331	3.216
Friends/classmates . .	3166	3.467	5011	3.503	39422	3.468	33591	3.473

Sources of help in studying & planning for a career
One-year graduates & in-school students



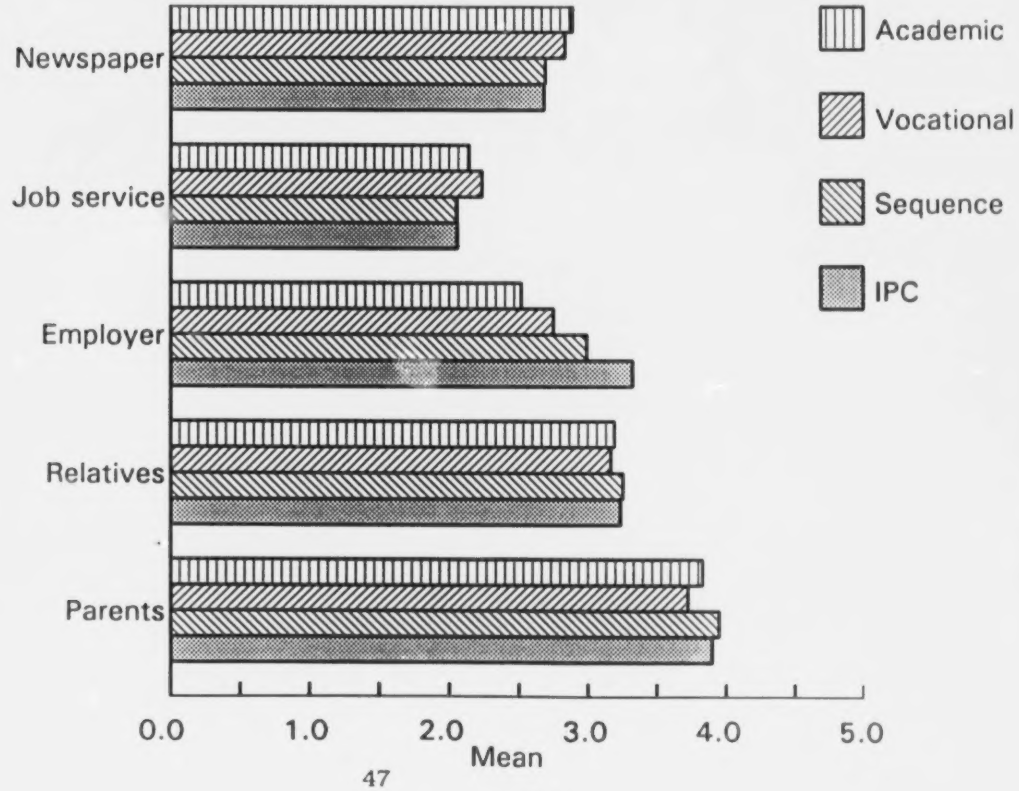
During my high school career I have received help in studying and planning for a career from the following sources:

Table BD1.4

Response	One-year graduates IPC N	One-year graduates IPC Mean	One-year graduates Sequence N	One-year graduates Sequence Mean	In-school students Vocational N	In-school students Vocational Mean	In-school students Academic N	In-school students Academic Mean
Parents	3191	3.899	5077	3.950	39578	3.725	33781	3.827
Relatives.	3170	3.239	5036	3.254	39393	3.165	33553	3.191
Employers.	3145	3.323	4980	2.991	38676	2.750	32366	2.517
Job Service.	3003	2.057	4786	2.052	38097	2.232	31746	2.140
Newspapers/ magazines/television .	3081	2.683	4921	2.693	38810	2.834	32902	2.887
Other (please list). .	170	4.506	270	4.322	1550	4.313	1474	4.316

Sources of help in studying & planning for a career

One-year graduates & in-school students



What is the highest grade level you completed in high school?

Table B3.1

"What is the highest grade level you completed in high school?"	**IPC**		**Sequence**		**Male**		**Female**	
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**
Omit	0	0.0	1	4.0	1	2.9	0	0.0
9th grade	1	10.0	1	4.0	1	2.9	1	6.7
10th grade	2	20.0	4	16.0	8	23.5	1	6.7
11th grade	2	20.0	15	60.0	18	52.9	10	66.7
12th grade	5	50.0	4	16.0	6	17.6	3	20.0

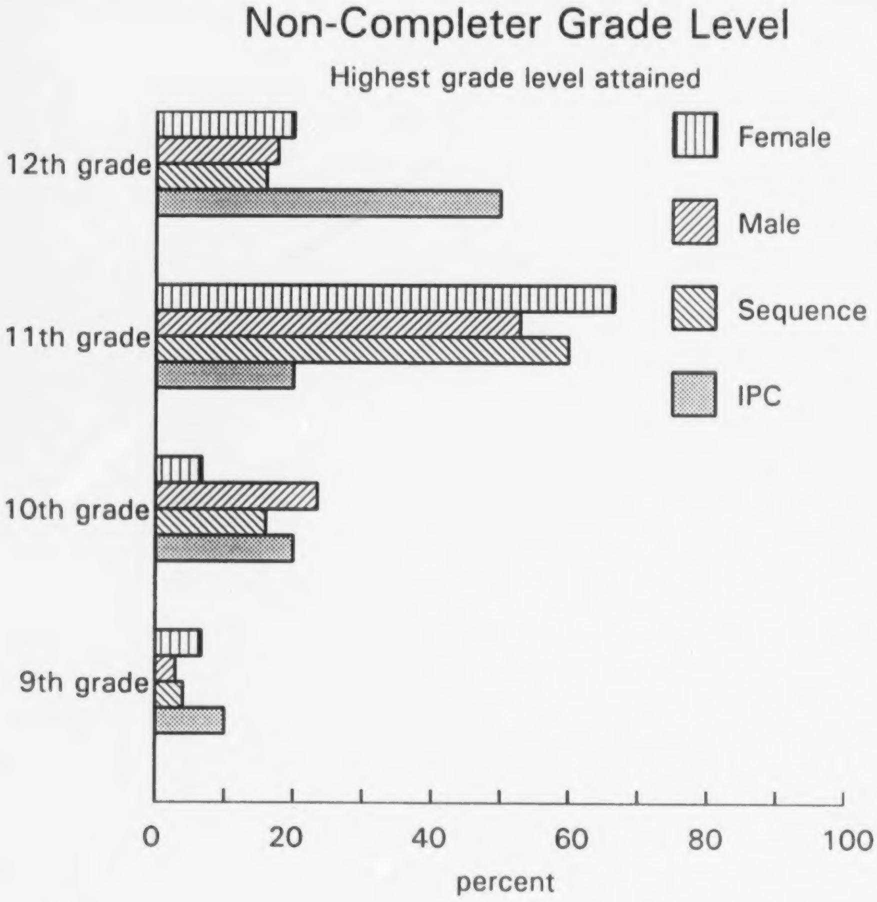
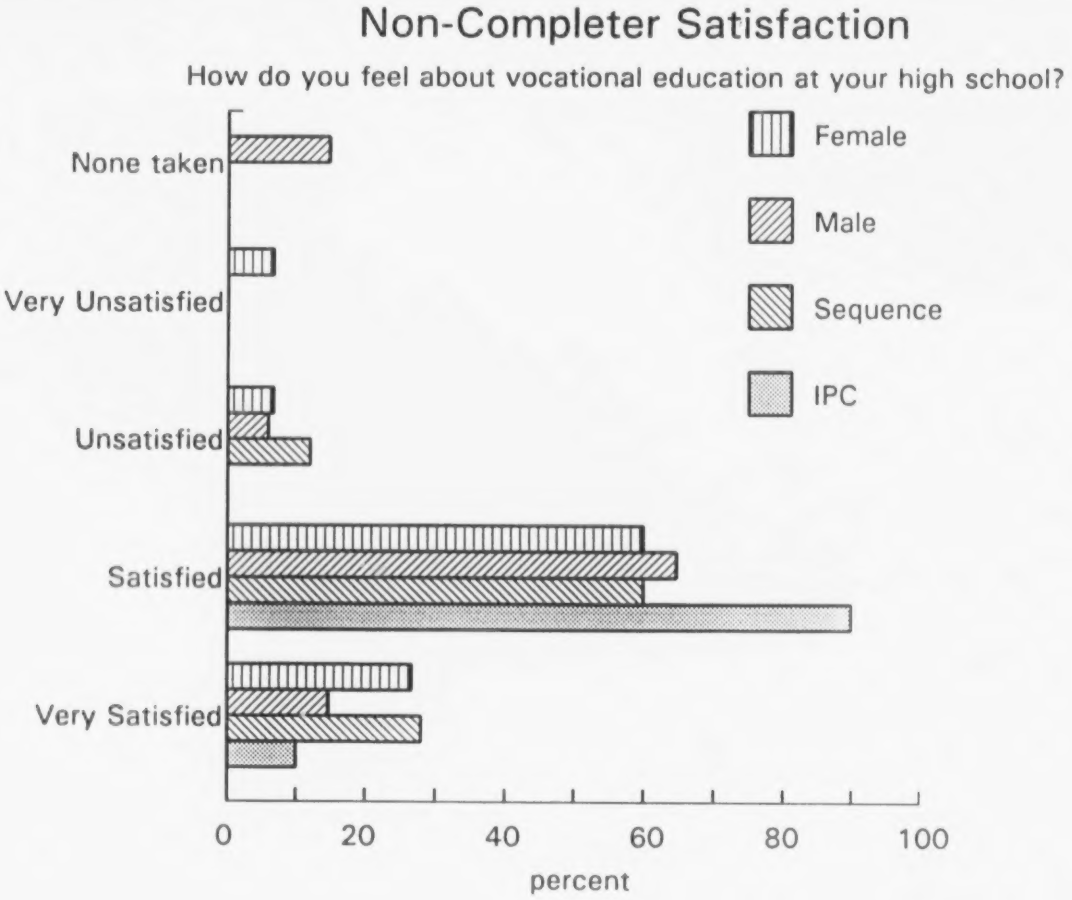


Chart B3
Page B3.2
Student Non-Completer Follow-up Study

How do you feel about vocational courses you took at your high school?

Table B3.2

"How do you feel about the vocational courses that you took at your high school?"	**IPC**		**Sequence**		**Male**		**Female**	
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**
Omit	0	0.0	0	0.0	0	0.0	0	0.0
Very Satisfied . . .	1	10.0	7	28.0	5	14.7	4	26.7
Satisfied.	9	90.0	15	60.0	22	64.7	9	60.0
Unsatisfied.	0	0.0	3	12.0	2	5.9	1	6.7
Very Unsatisfied . .	0	0.0	0	0.0	0	0.0	1	6.7
Did not take any . .	0	0.0	0	0.0	5	14.7	0	0.0



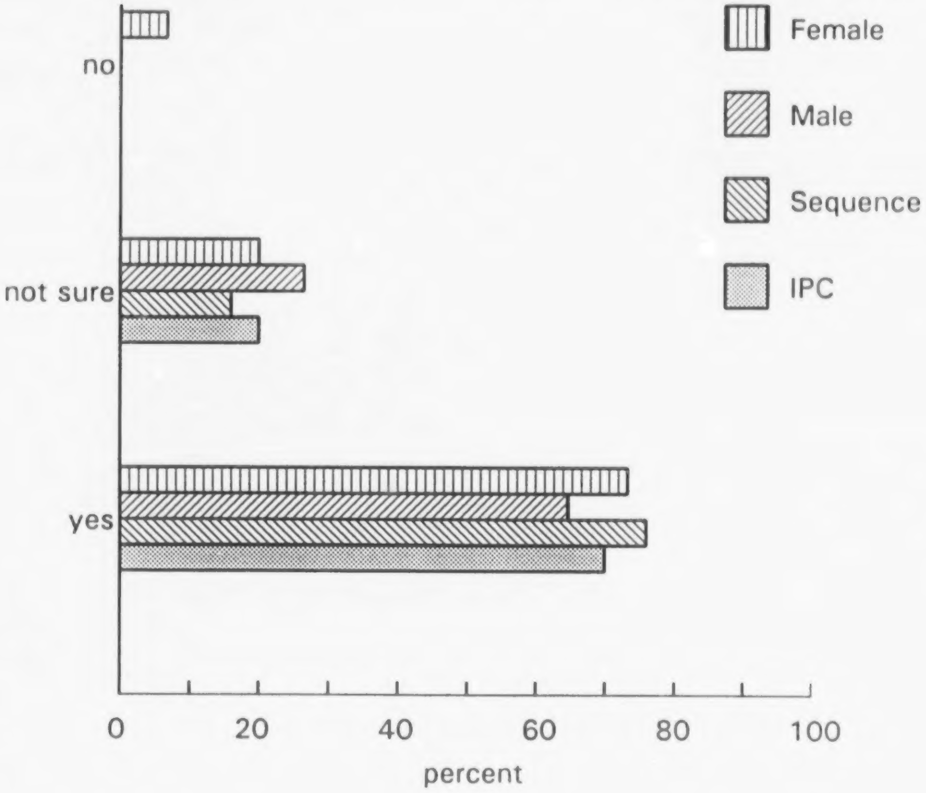
How do non-completers feel about vocational courses being part of high school curricula?

Table B3.3

Do you feel vocational courses including career exploration and the development of saleable skills should be part of the high school curricula:	**IPC**		**Sequence**		**Male**		**Female**	
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**
Omit	1	10.0	2	8.0	3	8.8	0	0.0
Yes.	7	70.0	19	76.0	22	64.7	11	73.3
Not sure	2	20.0	4	16.0	9	26.5	3	20.0
No	0	0.0	0	0.0	0	0.0	1	6.7

Non-Completer Attitude

Should vocational courses be part of high school curricula?



CHAPTER 3

SELECTED FINDINGS OF EMPLOYERS: ONE-YEAR AND FIVE-YEAR

This chapter contains tables and graphs about one- and five-year graduates' use of high school job training in their present jobs, employer preference to hire vocationally trained graduates, employer ratings of basic and job skills and employer assistance to vocational programs. During 1987-91 the overall response rate achieved by the participating schools for employers of one-year graduates in this aggregate report was as follows:

Year	# Schools	Median Response Rate	Range of Responses
1987-88	33	67	25-100
1988-89	44	65	15-100
1989-90	49	74	15-100
1990-91	43	66	25-100

The C1 survey was required from employers of one-year graduates and was completed by 2,365 employers. The C2 survey was from employers of five year graduates. A total of 794 employers completed this optional survey. A complete set of data tables for the C surveys can be found in Appendix B.

Major findings of employer surveys are:

Employability

- Over 82 percent of employers prefer to hire vocationally trained graduates. (Table C1.1)
- More than 85 percent of employers of five-year graduates prefer to hire vocationally trained graduates. (Table C2.1)

Preparation for Employment

- Over one-third of employers feel that vocationally trained graduates are better prepared than employees without vocational preparation. In contrast, less than 10 percent thought that those without vocational education were better prepared. (Table C1.2)

- Four out of five employers rate one-year IPC graduates' attitudes toward on-the-job training as positive/very positive. Less than one percent gave a negative rating. (Table C1.3)

- Employers feel that one-year vocational graduates are more than adequately prepared in the areas of: work quantity, work quality, work attitude, job skills, and job knowledge. (Table C1.4)

- Employers feel that five-year vocational graduates are more than adequately prepared in the areas of: occupational skills and knowledge, work attitude, work quality and work quantity. (Table C2.2)

- The basic skills of one-year vocational graduates as rated by employers was more than adequate. (Tables C1.5 and C1.6)

- The basic skills of five-year vocational graduates as rated by employers was more than adequate. (Tables C2.3 and C2.4)

- Employers feel that vocationally trained one-year graduates are adequately prepared in the areas of tool and equipment use, selection and care of space, materials and supplies, ability to work with co-workers, accepting advice, working in a leadership role, and understanding the value of work. (Table C1.7)

- Employers believe that one-year vocational graduates are adequately prepared in the areas of: promptness, willingness to accept and perform tasks, willingness to accept and direct work, and in decision-making. (Table C1.8)

- Employers believe that one-year vocational graduates are more than adequately prepared in the areas of: the ability to learn, to accept change, to show kindness and display neatness. (Table C1.9)

- Employers feel that vocationally trained five-year graduates are more than adequately prepared in the areas of: tool and equipment use, selection and care of space, materials and supplies, ability to work with co-workers, accepting advice, working in a leadership role, and understanding the value of work. (Table C2.5)

- Employers believe that five-year vocational graduates are more than adequately prepared in the areas of: promptness, willingness to accept and perform tasks, willingness to accept and direct work, and decision-making. (Table C2.6)

- Employers believe that five-year vocational graduates are more adequately prepared in: the ability to learn, ability to accept change, to show kindness and display neatness. (Table C2.7)

Assistance Provided

- Area businesses work with schools to support secondary education, by providing vocational students with work experience and/or by serving on advisory committees. (Table C1.10 and C1.11)

- Area businesses of five-year graduates support secondary education by providing vocational students with work experience and/or by serving on advisory committees. (Table C2.8 and C2.9)

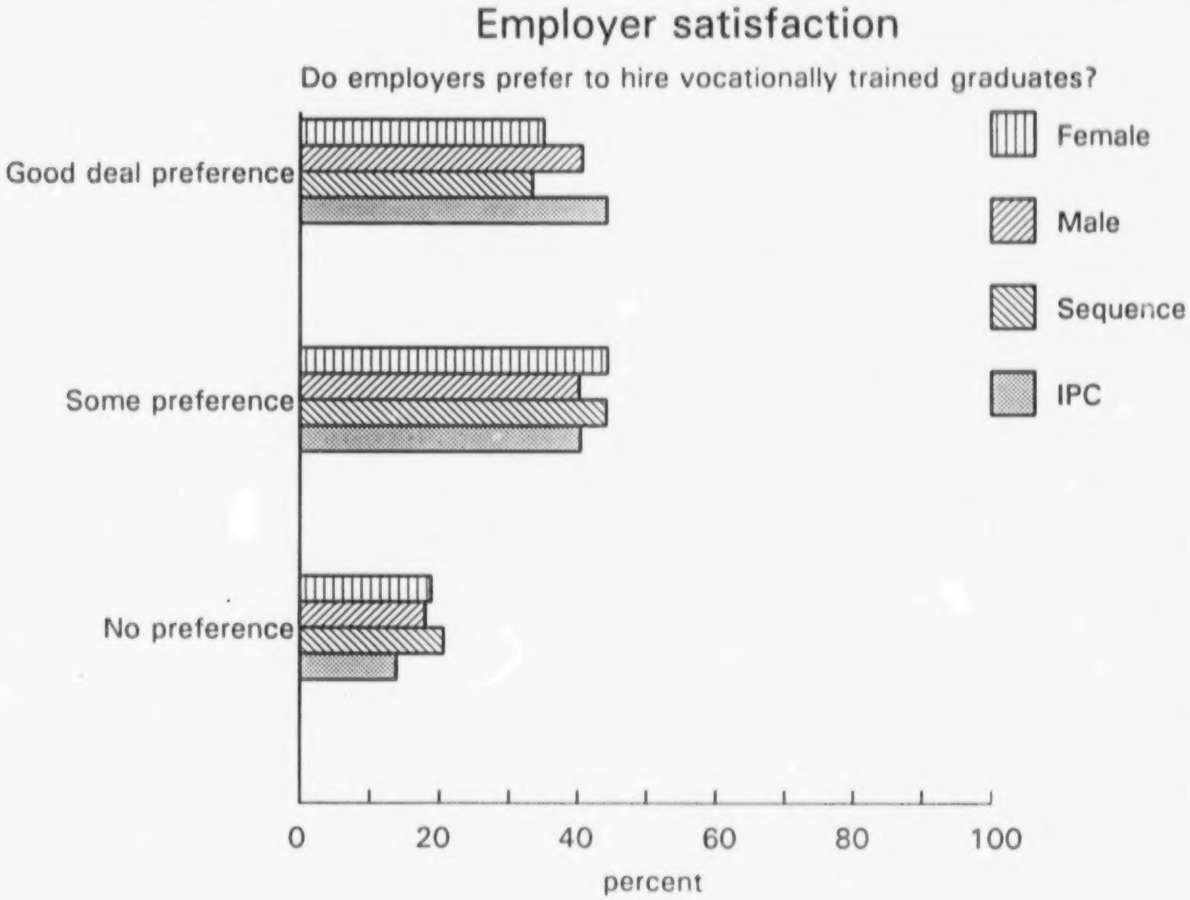
- Over 89 percent of IPC employers, and over 86 percent of Sequence employers feel vocational courses including career exploration and the development of saleable skills should be part of the high school curriculum. (Table C1.12)

- Over 87 percent of employers of special needs graduates feel vocational courses including career exploration and the development of saleable skills should be part of the high school curriculum. (Table C1.13)

Do employers prefer to hire vocationally trained graduates?

Table C1.1

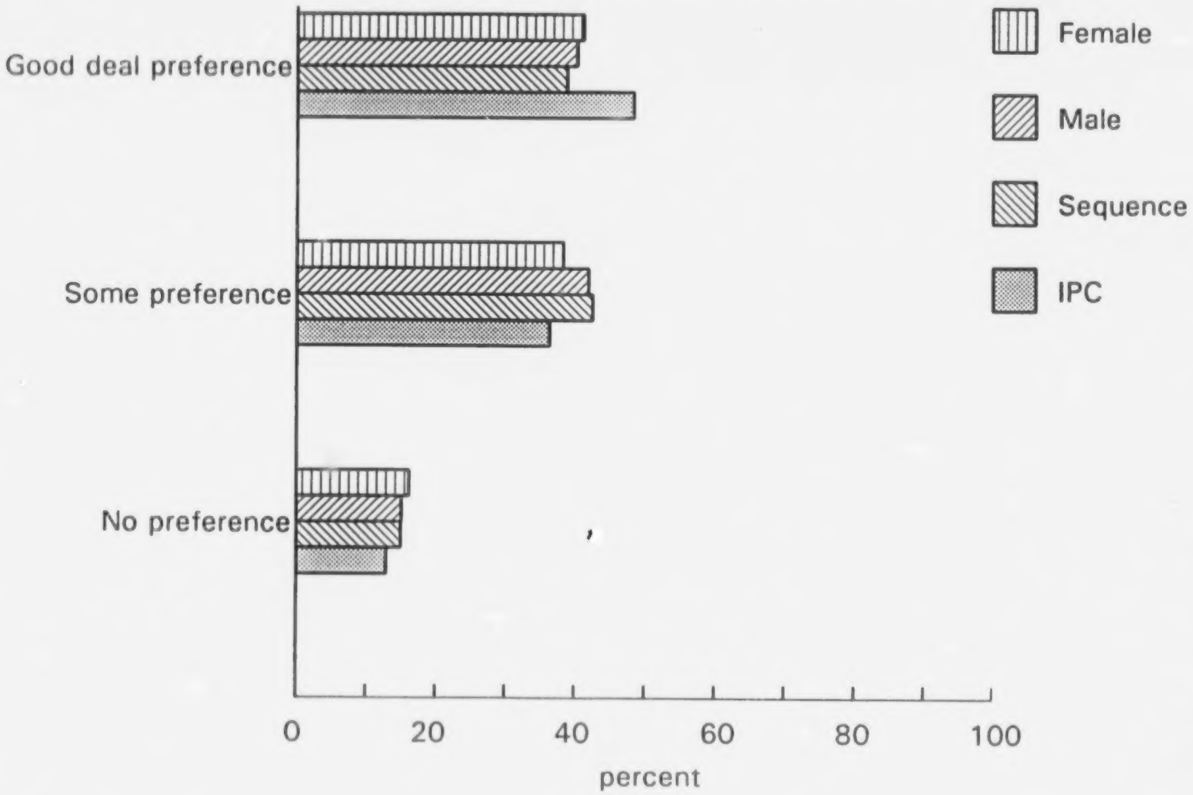
"From past experience, would you prefer to hire persons who have had high school vocational training?"	IPC		Sequence		Male		Female	
	N	%	N	%	N	%	N	%
Omit	12	1.4	19	1.7	9	1.0	25	1.7
No preference. . . .	123	13.9	225	20.6	160	18.0	274	18.8
Some preference. . .	359	40.5	484	44.3	359	40.3	648	44.4
A good deal of preference. . .	393	44.3	365	33.4	363	40.7	511	35.0



Do employers prefer to hire vocationally trained graduates?

Table C2.1

"From past experience, would you prefer to hire persons who have had high school vocational training?"	IPC		Sequence		Male		Female	
	N	%	N	%	N	%	N	%
Omit	5	2.2	17	3.5	9	2.6	19	4.3
No preference. . . .	29	12.9	72	15.0	52	15.1	72	16.1
Some preference. . .	82	36.4	204	42.6	145	42.0	171	38.3
A good deal of preference. . .	109	48.4	186	38.8	139	40.3	184	41.3



Employer satisfaction

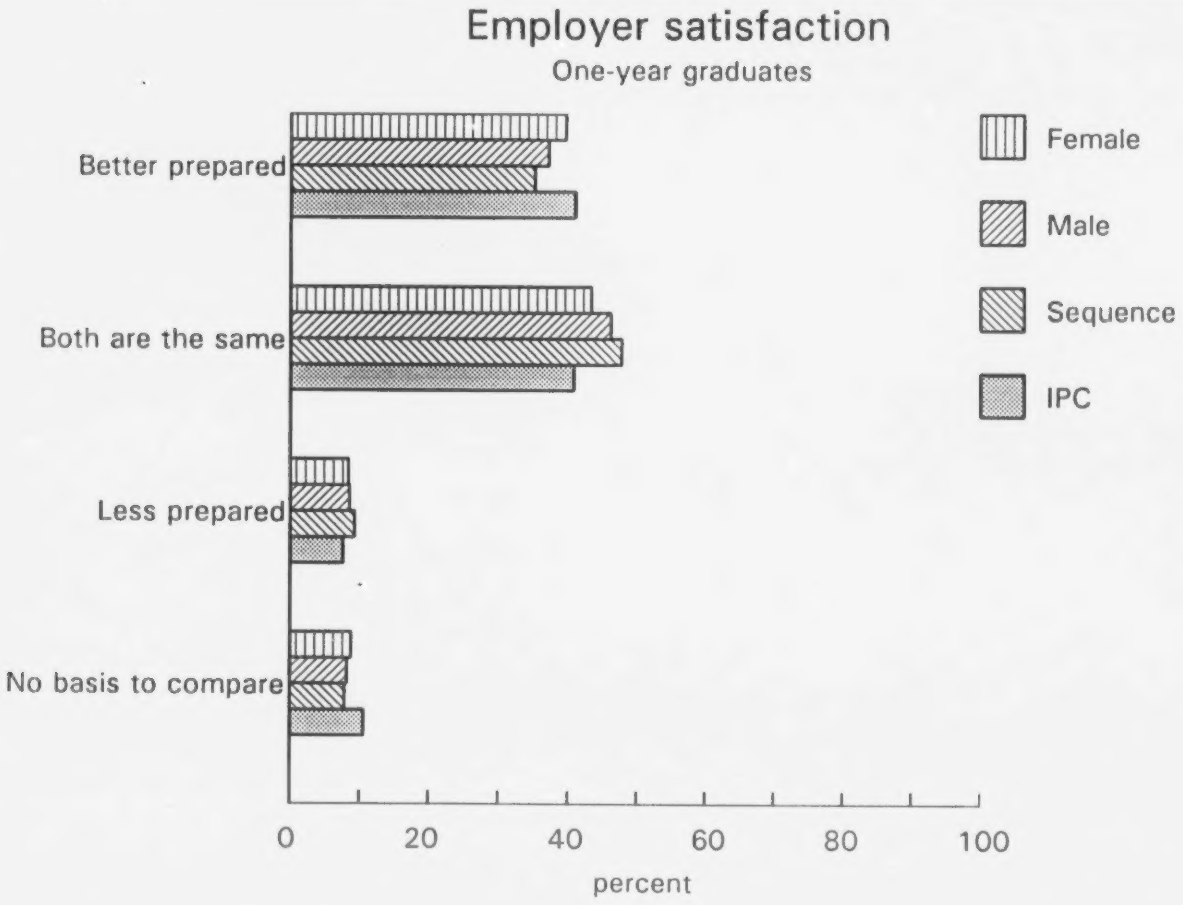
Do employers prefer to hire vocationally trained graduates?

Chart C1
Page C1.2
Employer One-Year Follow-Up Study

How do employers rate vocational preparation of high school vocational graduates in comparison to others without such training?

Table C1.2

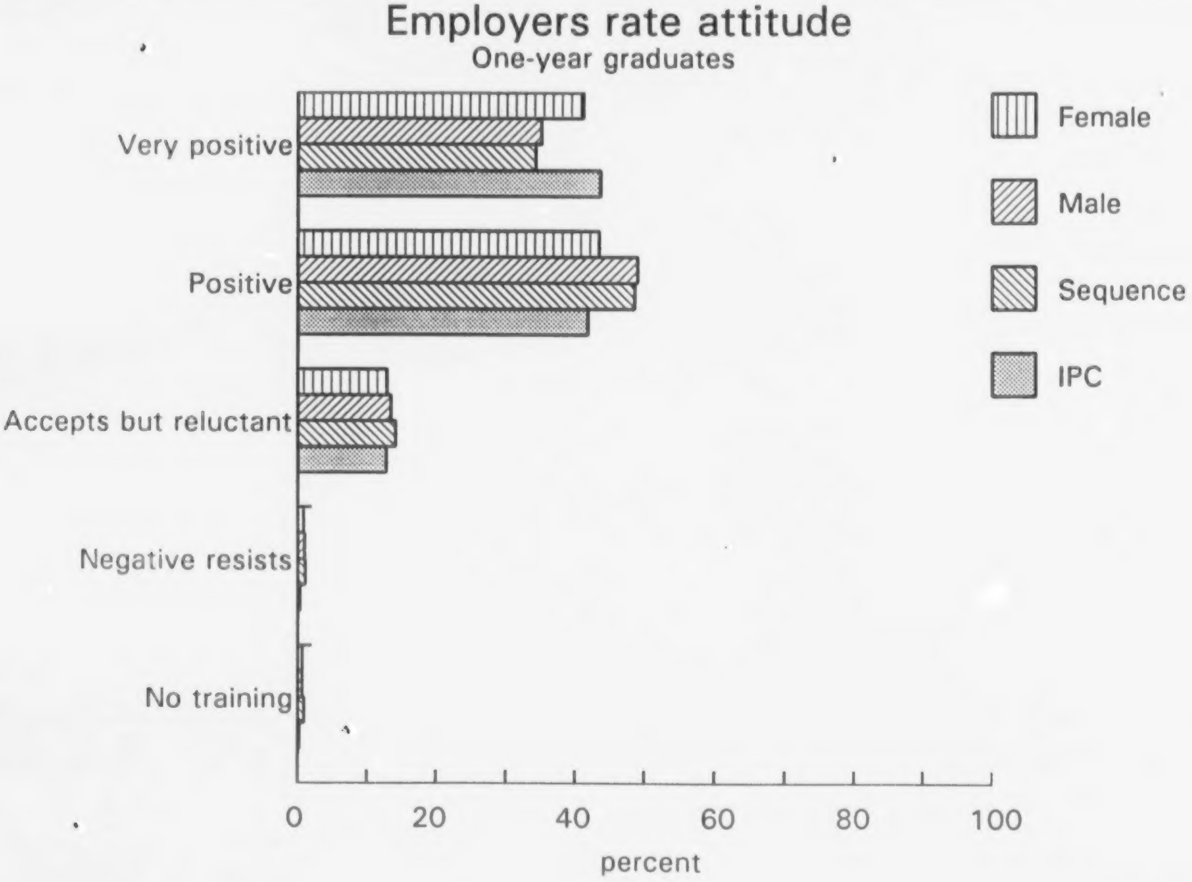
	IPC		Sequence		Male		Female	
	N	%	N	%	N	%	N	%
No basis for comparison.	94	10.6	86	7.9	73	8.2	127	8.7
Individual is less prepared.	67	7.6	101	9.2	76	8.5	121	8.3
Both are about the same.	362	40.8	522	47.8	411	46.1	632	43.3
Individual is better prepared.	364	41.0	384	35.1	331	37.1	578	39.6



How do employers rate vocational graduates' attitudes toward on-the-job training?

Table C1.3

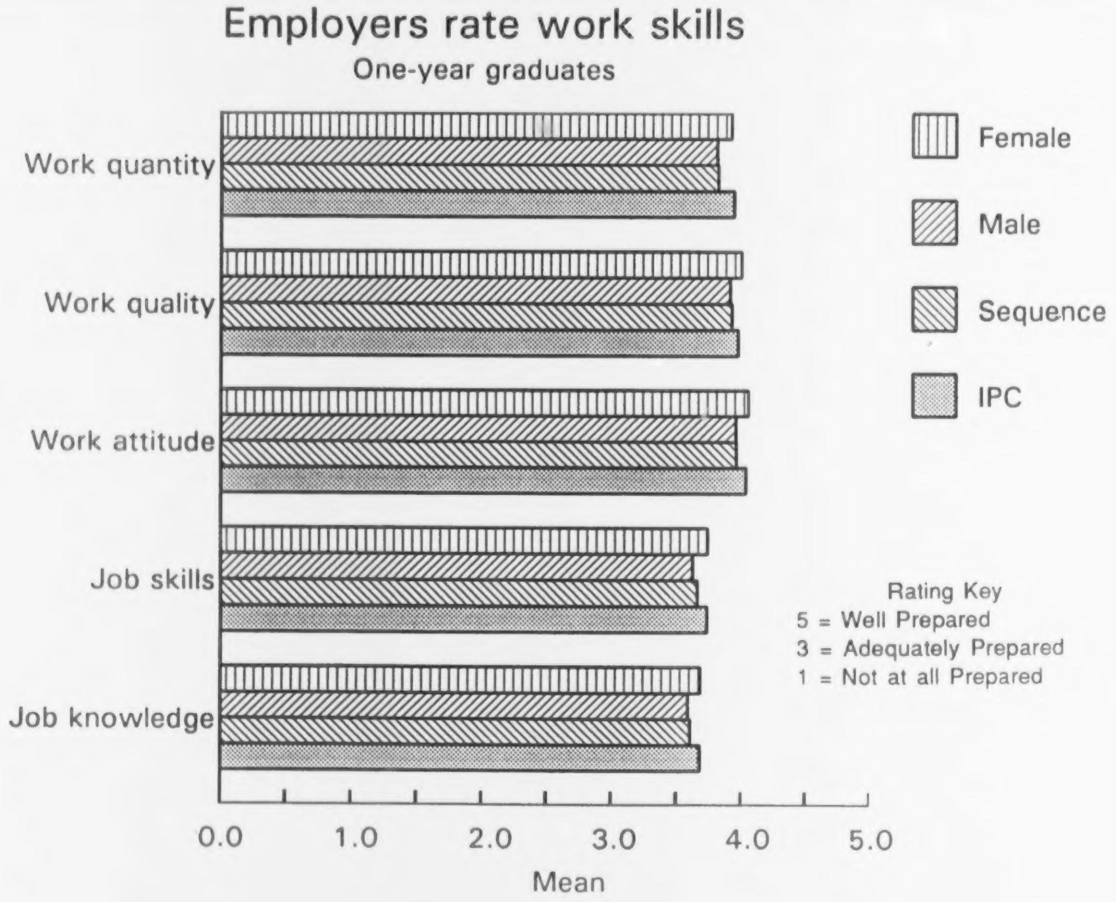
"What has been this employees's attitude toward on-the-job training?"	IPC N	IPC %	Sequence N	Sequence %	Male N	Male %	Female N	Female %
Omit	8	0.9	9	0.8	6	0.7	13	0.9
No training has been offered.	2	0.2	10	0.9	6	0.7	10	0.7
Negative, resists training	3	0.3	12	1.1	9	1.0	12	0.8
Acceptant, but needs prodding	114	12.9	155	14.2	120	13.5	188	12.9
Positive, willing to learn	372	41.9	532	48.7	437	49.0	634	43.5
Very positive, eager to learn	388	43.7	375	34.3	313	35.1	601	41.2



How do employers rate one-year vocational graduates in occupational knowledge/skills, work attitude, work quality, and work quantity?

Table C1.4

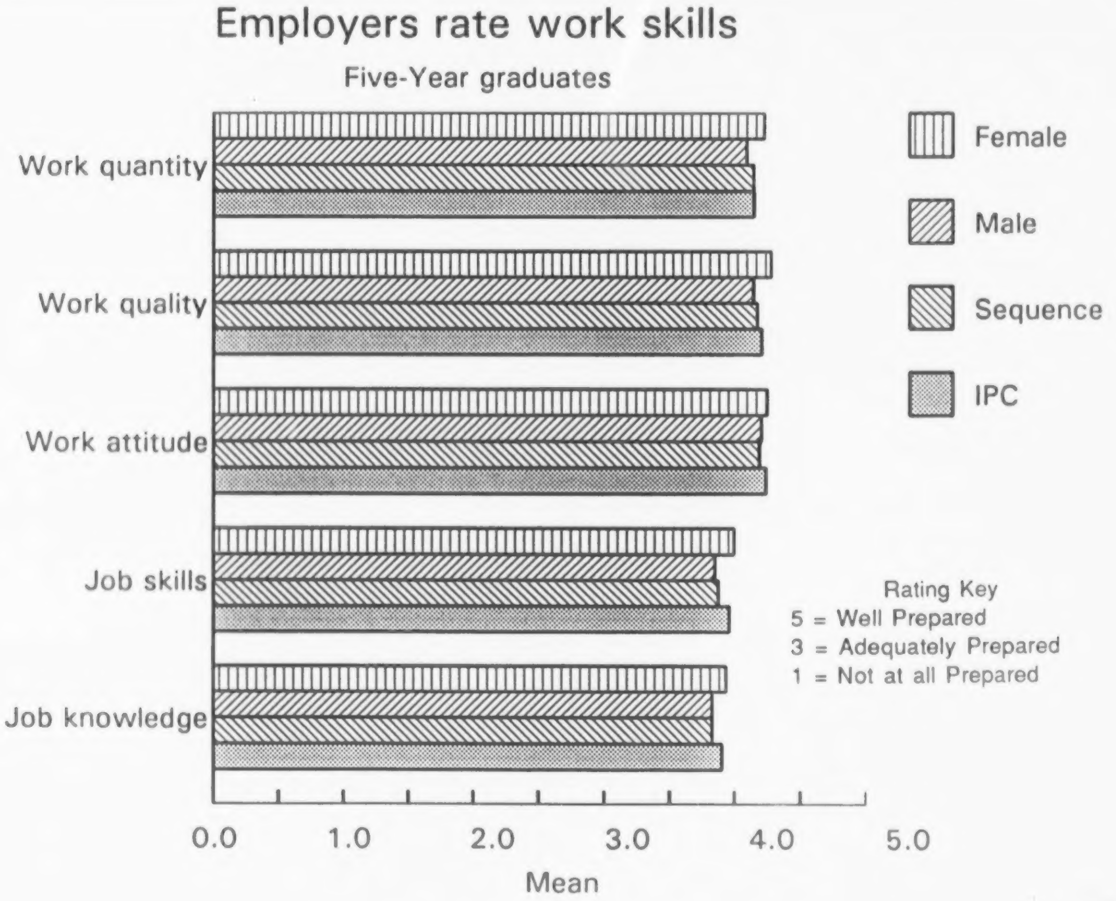
Rate the vocational training received by the graduate in:	**IPC**		**Sequence**		**Male**		**Female**	
	N	**Mean**	**N**	**Mean**	**N**	**Mean**	**N**	**Mean**
Occupational knowledge.	870	3.683	1067	3.608	873	3.590	1425	3.690
Occupational skills	869	3.743	1067	3.666	871	3.629	1425	3.745
Work attitude. . . .	884	4.043	1091	3.970	888	3.963	1455	4.062
Work quality	883	3.982	1091	3.932	889	3.918	1453	4.010
Work quantity. . . .	877	3.950	1081	3.825	884	3.819	1440	3.928



How do employers rate five-year vocational graduates in occupational knowledge/skills, work attitude, work quality, and work quantity?

Table C2.2

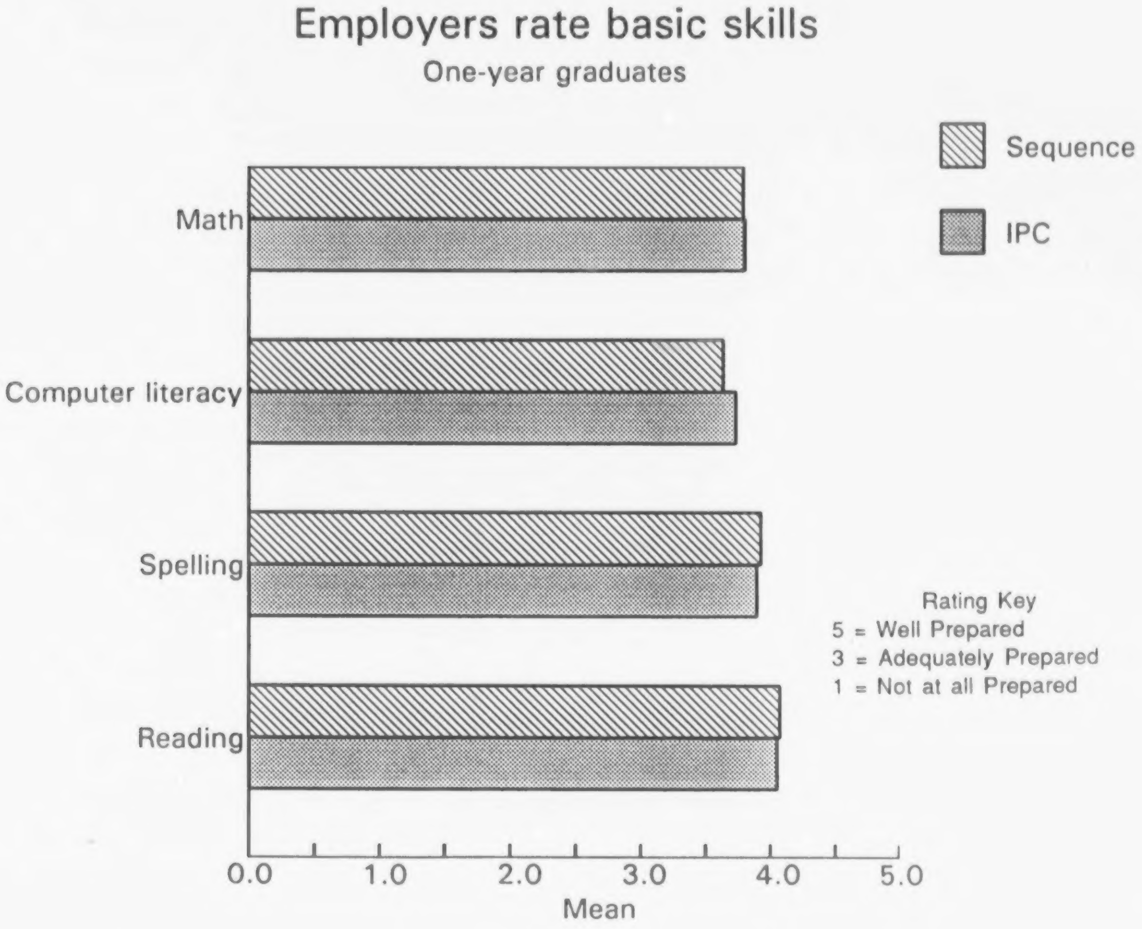
Rate the vocational training received by the graduate in:	IPC		Sequence		Male		Female	
	N	Mean	N	Mean	N	Mean	N	Mean
Occupational knowledge.	222	3.905	470	3.830	340	3.832	437	3.938
Occupational skills	222	3.964	468	3.880	338	3.855	437	4.000
Work attitude. . . .	224	4.246	476	4.193	343	4.210	444	4.255
Work quality	224	4.214	476	4.179	343	4.149	442	4.283
Work quantity. . . .	222	4.153	474	4.152	342	4.096	440	4.230



How do employers rate the basic skills of one-year vocationally trained graduates?

Table C1.5

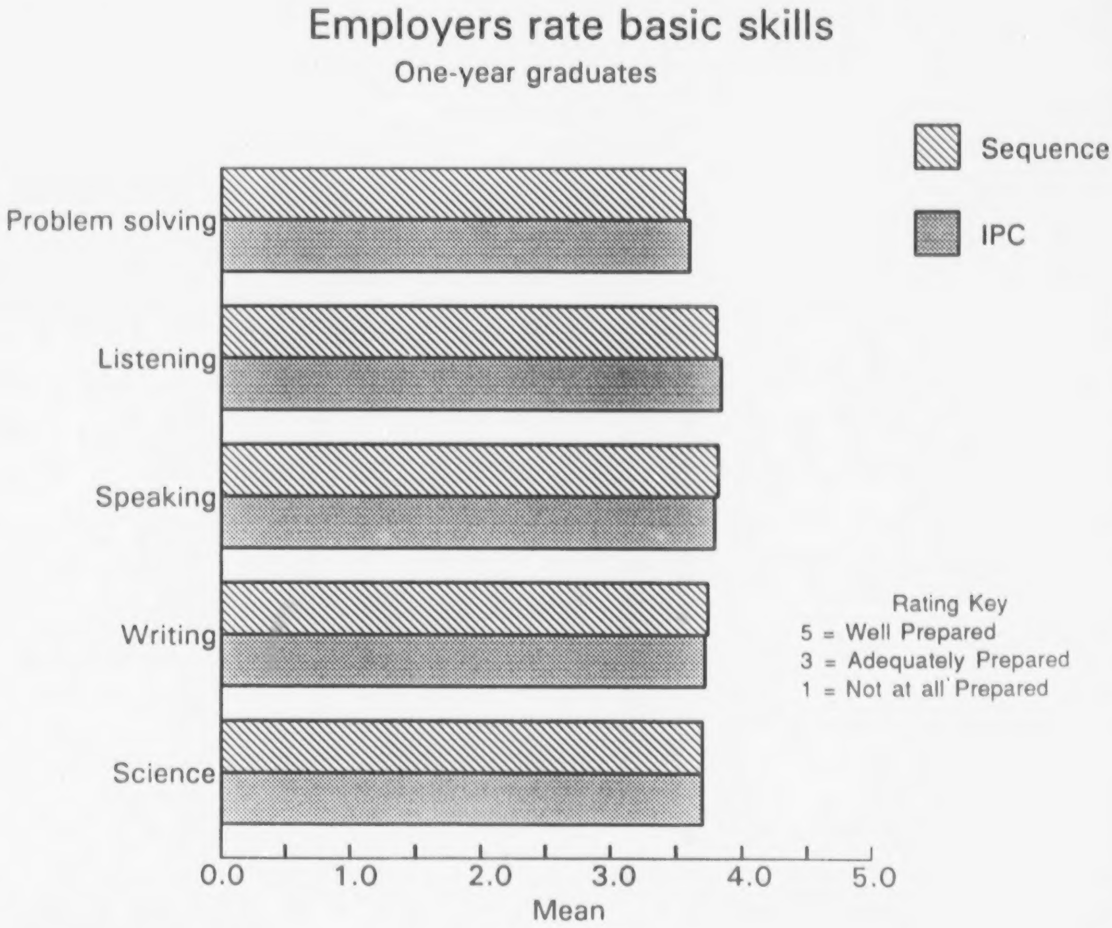
"In the following areas of basic skills, how well prepared was this employee?"	IPC		Sequence	
	N	Mean	N	Mean
Reading	717	4.053	869	4.075
Spelling.	693	3.900	814	3.935
Computer literacy	439	3.743	441	3.644
Math.	645	3.811	740	3.797



How do employers rate the basic skills of one-year vocationally trained graduates?

Table C1.6

"In the following areas of basic skills, how well prepared was this employee?"	IPC		Sequence	
	N	Mean	N	Mean
Science	294	3.704	317	3.703
Writing	664	3.726	778	3.747
Speaking.	836	3.801	1014	3.827
Listening	863	3.851	1049	3.815
Problem Solving	819	3.607	982	3.570



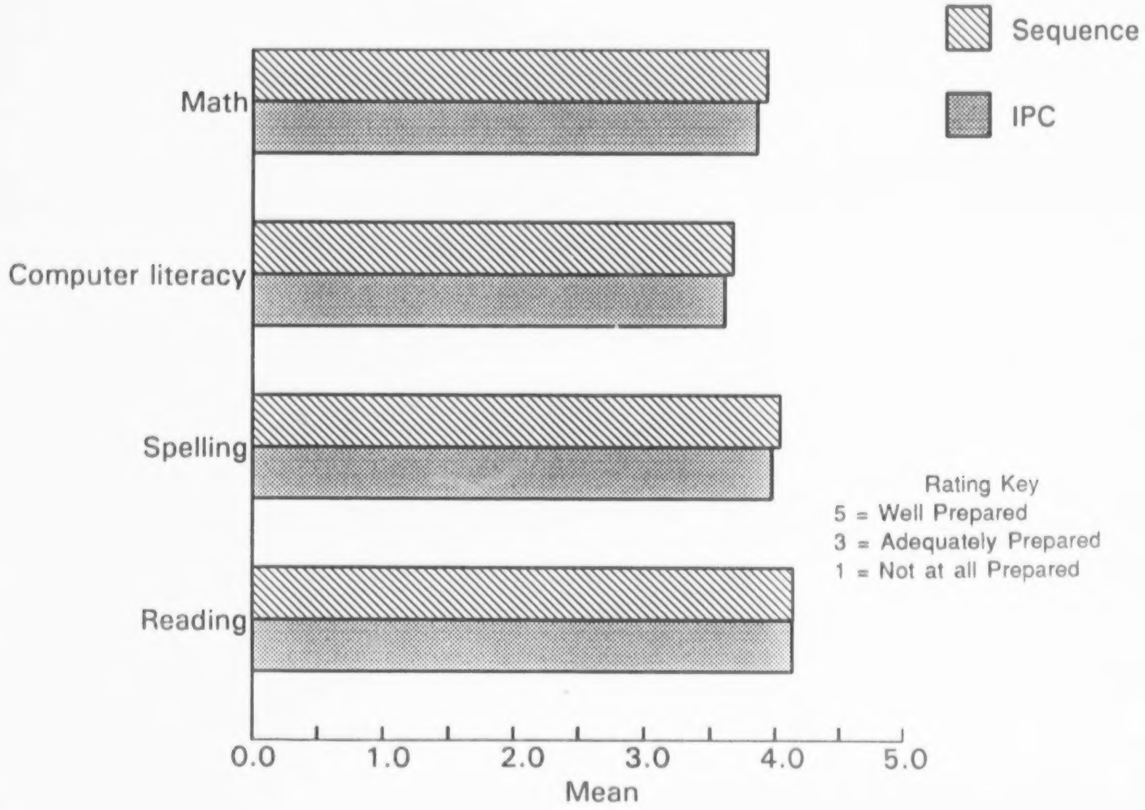
How do employers rate the basic skills of five-year vocationally trained graduates?

Table C2.3

"In the following areas of basic skills how adequately prepared was this employee?"	IPC N	IPC Mean	Sequence N	Sequence Mean
Reading	201	4.139	426	4.143
Spelling	199	3.980	417	4.046
Computer literacy	141	3.617	289	3.682
Math	182	3.868	381	3.942

Employers rate basic skills

Five-year graduates



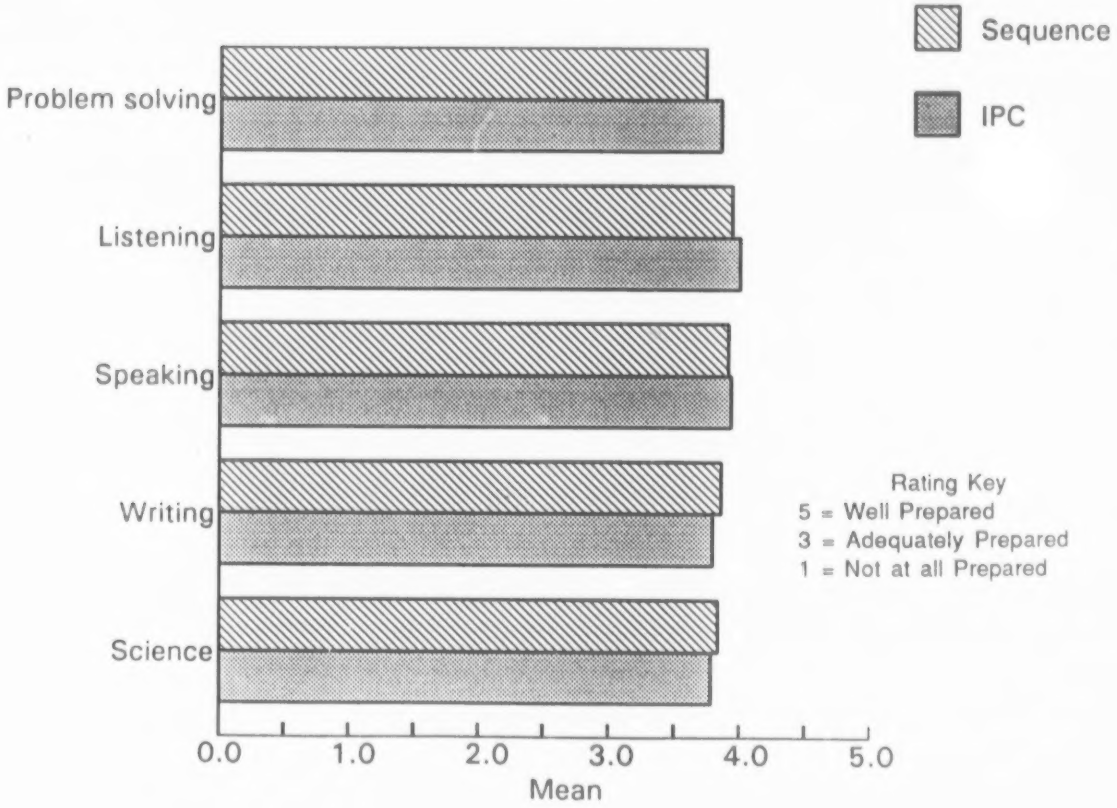
How do employers rate the basic skills of five-year vocationally trained graduates?

Table C2.4

"In the following areas of basic skills how adequately prepared was this employee?"	IPC N	 Mean	Sequence N	 Mean
Science	99	3.788	204	3.838
Writing	195	3.800	409	3.868
Speaking	218	3.940	460	3.920
Listening	222	4.009	471	3.947
Problem Solving	220	3.864	460	3.743

Employers rate basic skills

Five-year graduates



In the following characteristics of employment, how well prepared was this employee for the job for which hired?

Table C1.7

Employer Response	IPC		Sequence	
	N	Mean	N	Mean
Use of tools and equipment.	823	3.874	998	3.775
Selection and care of space, materials, and supplies	834	3.777	987	3.673
Ability to work with co-workers	876	4.140	1082	4.092
Accepting advice and supervision. . . .	877	4.008	1076	4.004
Working in a leadership role when applicable	699	3.549	849	3.503
Understanding the value and importance of work.	877	3.869	1073	3.768

Employer rating of employee preparedness

One-year graduates

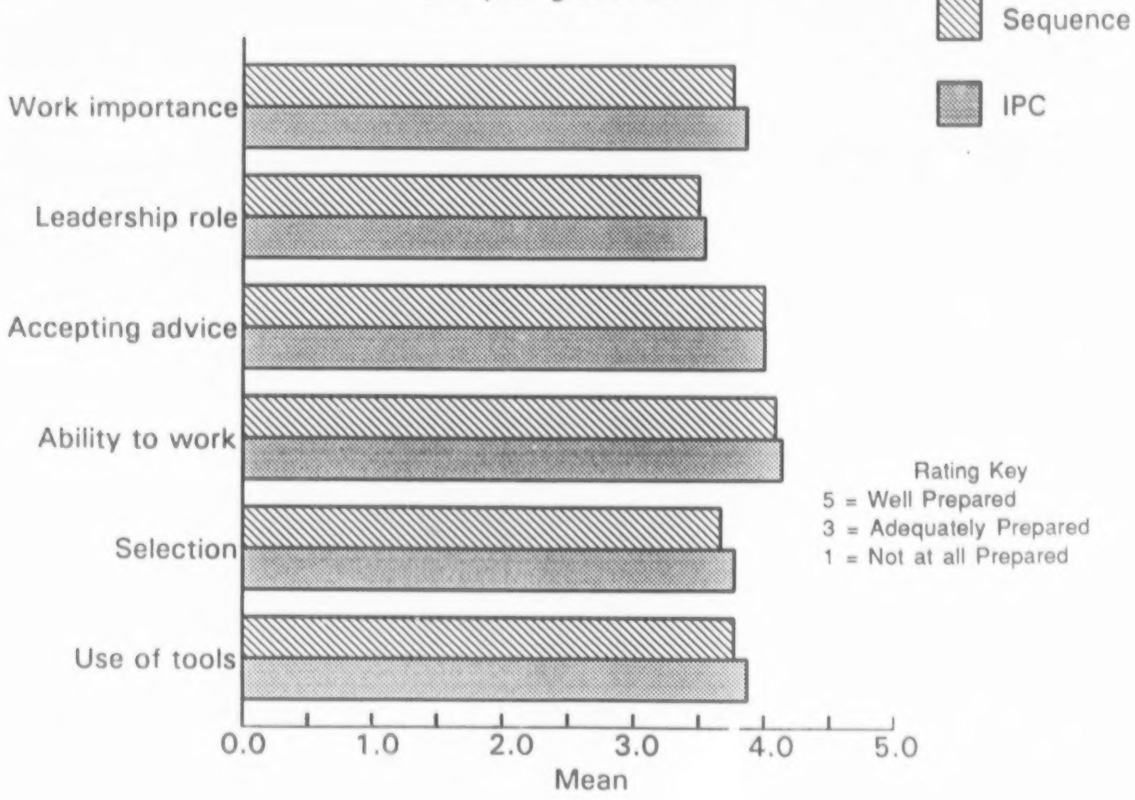
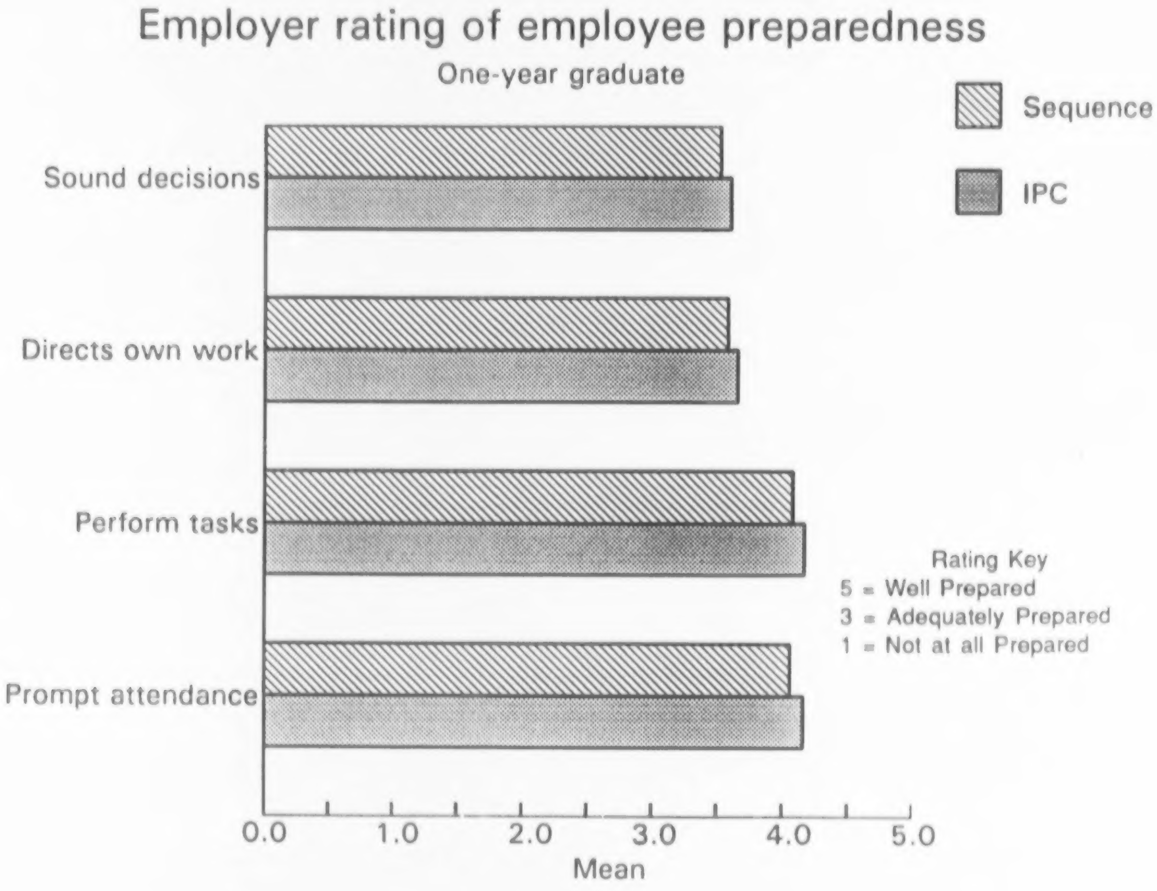


Chart C1
Page C1.8
Employer One-Year Follow-Up Study

In the following characteristics of employment, how well prepared was this employee for the job for which hired?

Table C1.8

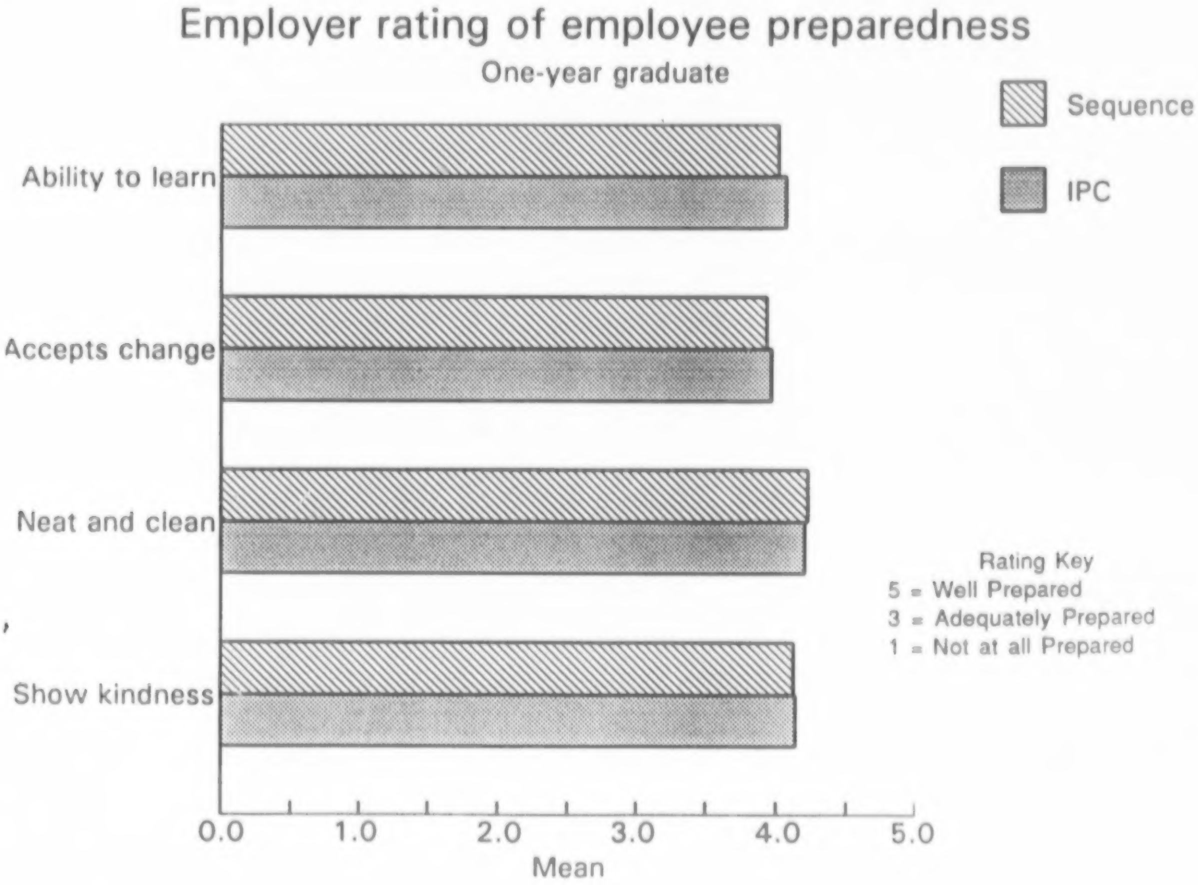
Employer Response	**IPC**		**Sequence**	
	N	Mean	N	Mean
Prompt and dependable in attendance . .	881	4.162	1083	4.063
Willing to accept and perform tasks . .	878	4.173	1082	4.082
Willing to accept and direct own work .	842	3.662	1039	3.588
Ability to make sound decisions	844	3.608	1024	3.530



In the following characteristics of employment, how well prepared was this employee for the job for which hired?

Table C1.9

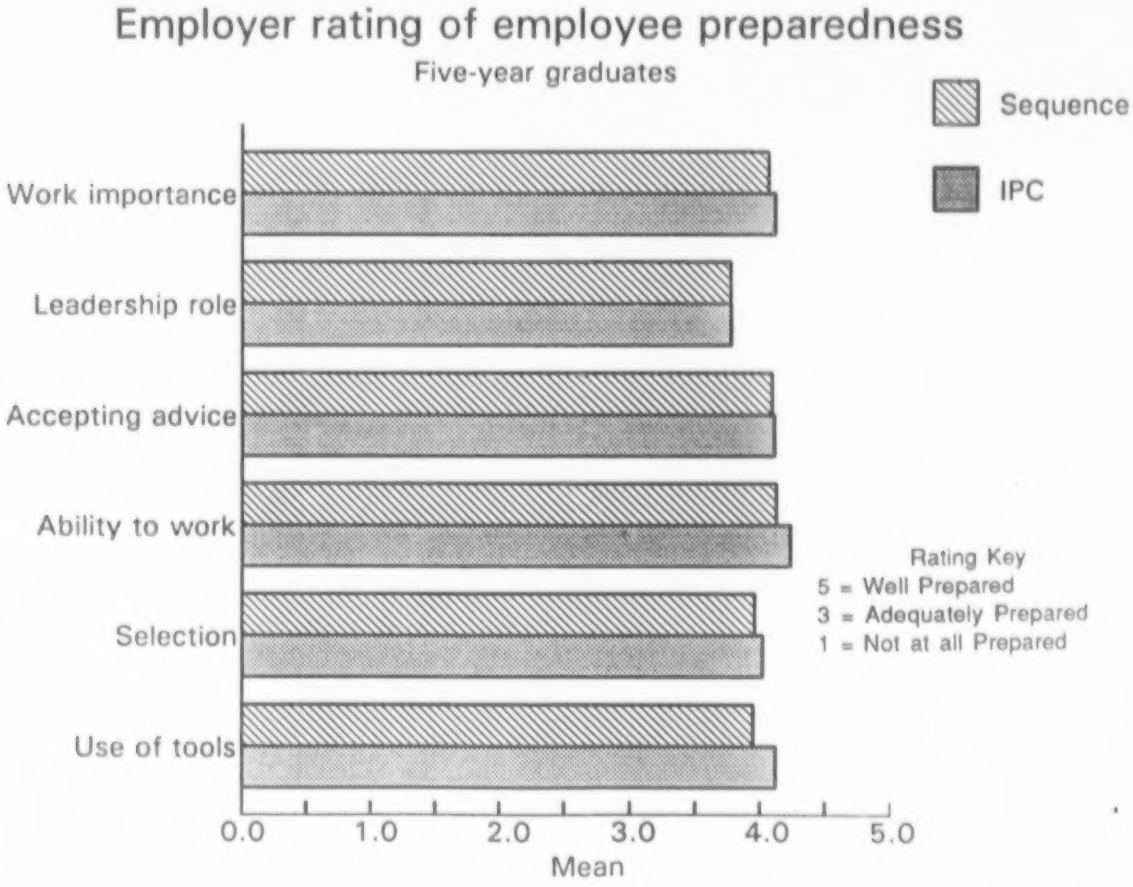
Employer Response	**IPC**		**Sequence**	
	N	Mean	N	Mean
Show consideration and kindness towards others.	874	4.142	1079	4.127
Neat, clean, and appropriate appearance	878	4.207	1085	4.229
Flexibility to accept change.	868	3.971	1058	3.936
Ability to learn new job tasks.	877	4.074	1072	4.020



In the following characteristics of employment, how well prepared was this employee for the job for which hired?

Table C2.5

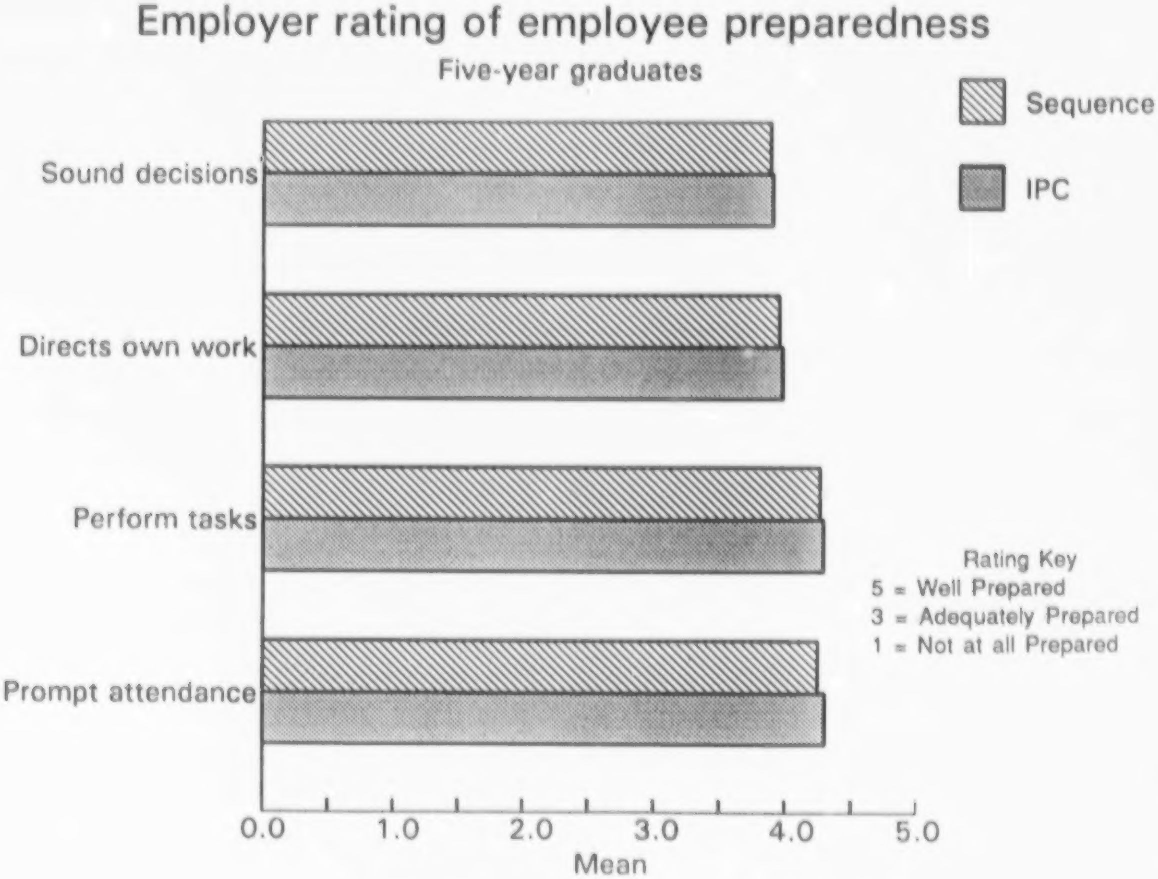
Employer Response	IPC		Sequence	
	N	Mean	N	Mean
Use of tools and equipment.	211	4.123	433	3.949
Selection and care of space, materials, and supplies	219	4.027	455	3.963
Ability to work with co-workers	223	4.242	478	4.132
Accepting advice and supervision. . . .	224	4.121	479	4.100
Working in a leadership role when applicable	198	3.788	431	3.782
Understanding the value and importance of work.	222	4.131	476	4.076



In the following characteristics of employment, how well prepared was this employee for the job for which hired?

Table C2.6

Employer Response	**IPC**		**Sequence**	
	N	Mean	N	Mean
Prompt and dependable in attendance . .	222	4.306	476	4.252
Willing to accept and perform tasks . .	224	4.299	479	4.271
Willing to accept and direct own work .	220	3.986	469	3.959
Ability to make sound decisions	220	3.909	467	3.893



In the following characteristics of employment, how well prepared was this employee for the job for which hired?

Table C2.7

Employer Response	**IPC** N	**IPC** Mean	**Sequence** N	**Sequence** Mean
Shows consideration and kindness towards others.	223	4.251	475	4.232
Neat, clean, and appropriate appearance	224	4.375	478	4.360
Flexibility to accept change.	223	4.036	473	4.021
Ability to learn new job tasks.	222	4.270	477	4.241

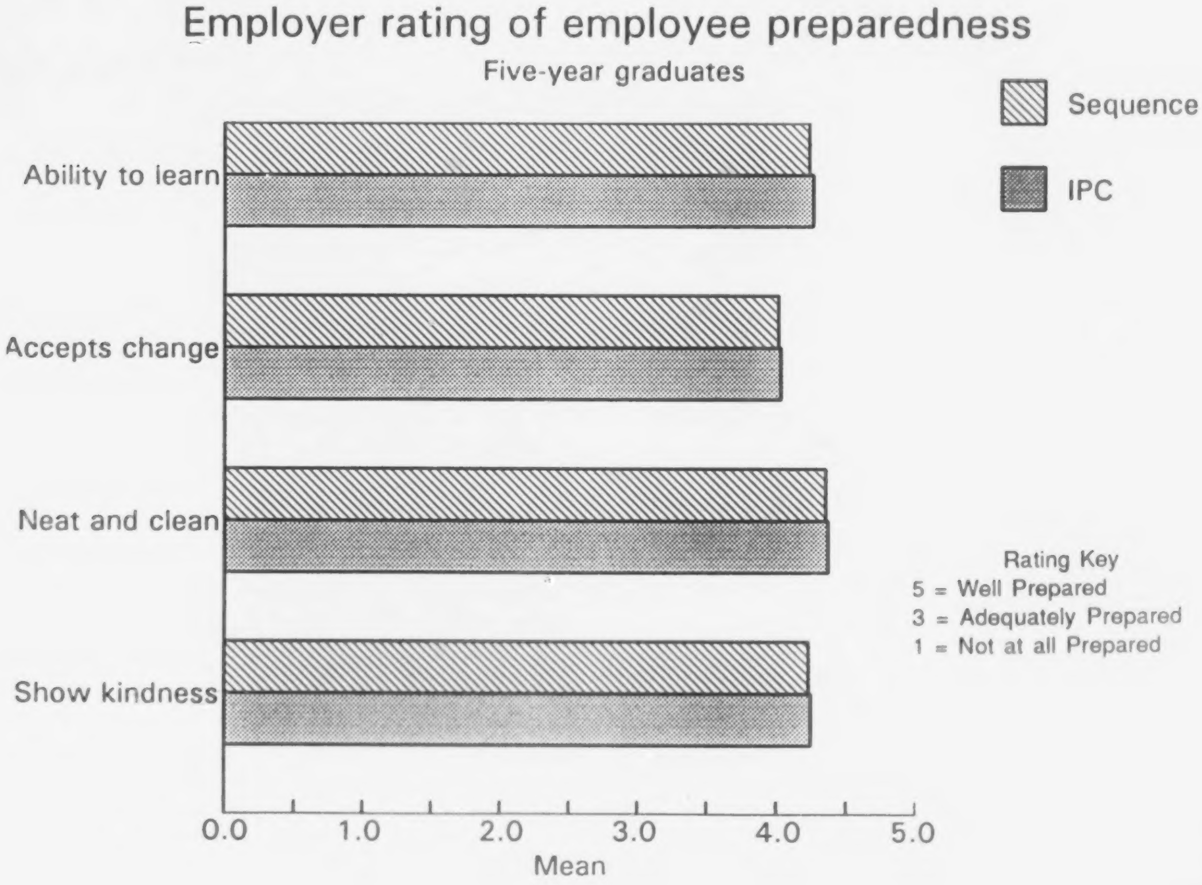
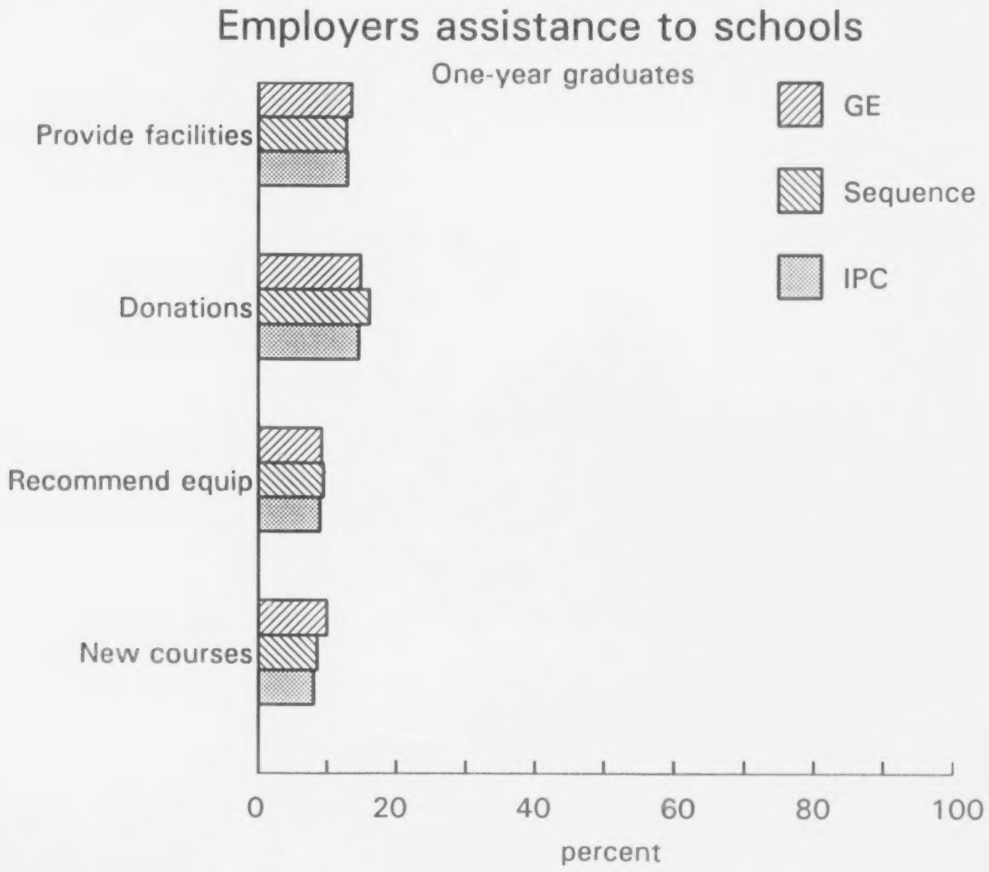


Chart C1
Page C1.10
Employer One-Year Follow-Up Study

In Which of the following ways does your business work with secondary schools to support education?

Table C1.10

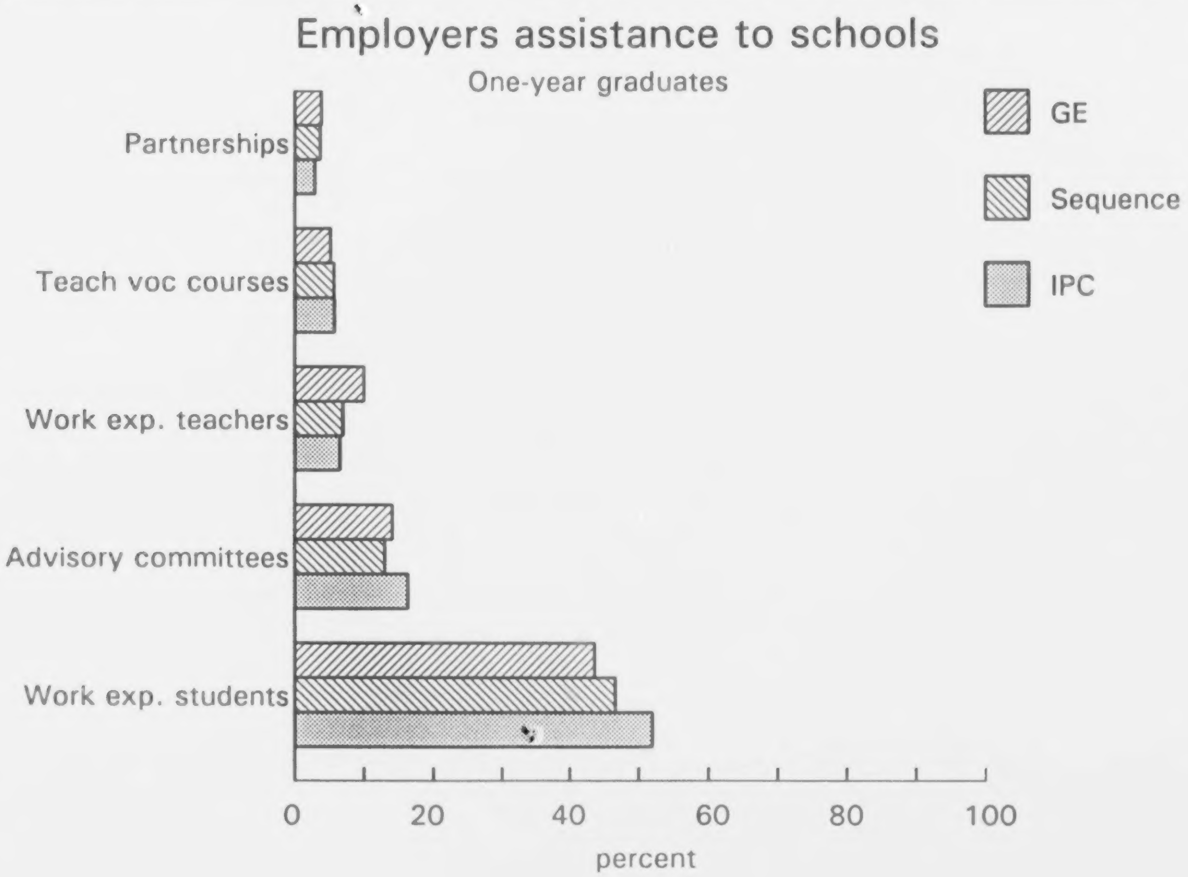
Business Assistance to Schools	**Employers Response**					
	IPC		Sequence		GE	
	N	%	N	%	N	%
Omit	328	37.0	449	41.1	150	40.7
Suggesting new vocational courses	72	8.1	94	8.6	37	10.0
Recommending equipment and materials to be used.	80	9.0	104	9.5	34	9.2
Providing equipment/materials/ donations	130	14.7	177	16.2	55	14.9
Providing facilities.	115	13.0	140	12.8	50	13.6



In which of the following ways does your business work with secondary schools to support education?

Table C1.11

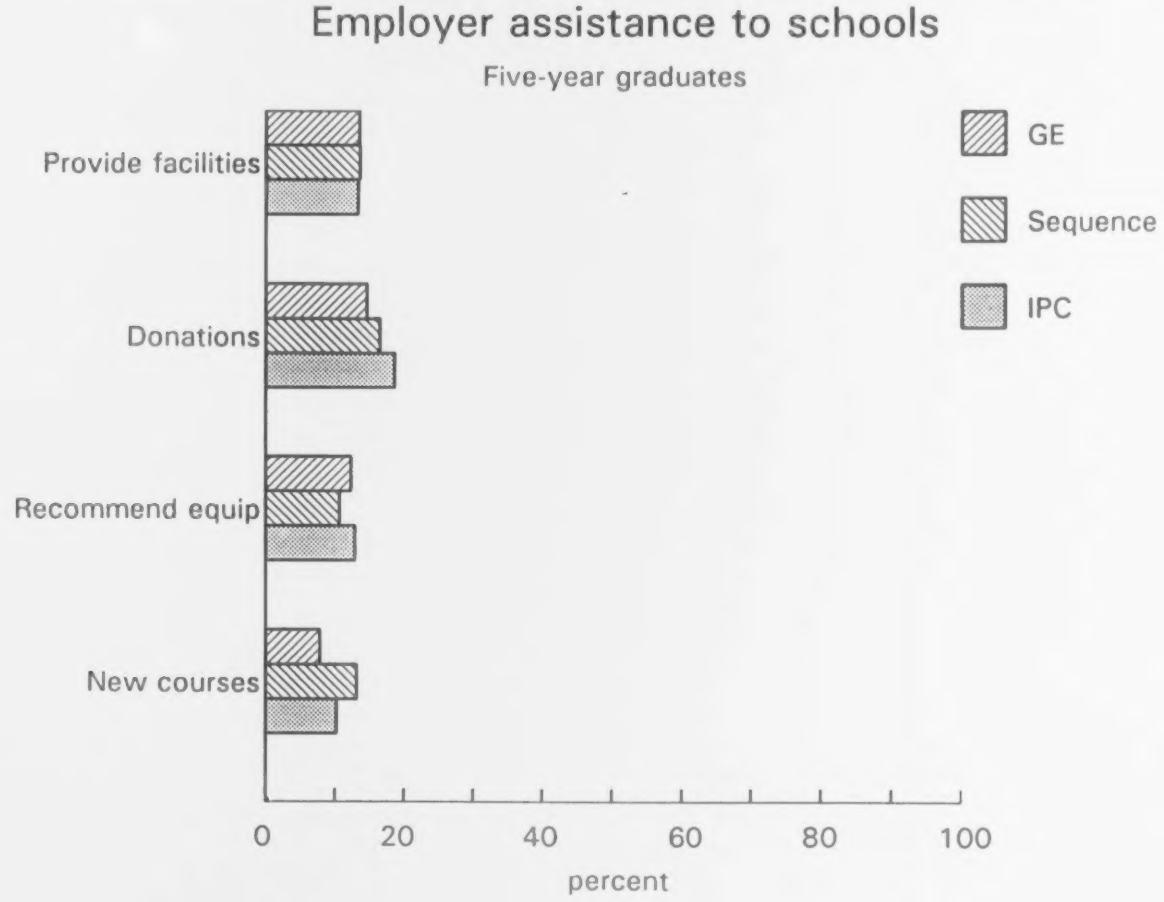
Business Assistance to Schools	**Employers Response**					
	IPC		Sequence		GE	
	N	%	N	%	N	%
Omit	328	37.0	449	41.1	150	40.7
Providing vocational students with work experience.	461	52.0	510	46.7	161	43.6
Serving on advisory committees. .	145	16.3	142	13.0	52	14.1
Providing teachers with work experience.	58	6.5	76	7.0	37	10.0
Releasing employees to teach vocational courses.	51	5.7	62	5.7	19	5.1
Partnerships.	26	2.9	40	3.7	14	3.8



Which of the following ways does your business work with secondary schools to support education?

Table C2.8

Business Assistance to Schools	**Employers Response**					
	IPC		Sequence		GE	
	N	%	N	%	N	%
Omit	102	45.3	222	46.3	41	46.1
Suggesting new vocational courses	23	10.2	63	13.2	7	7.9
Recommending equipment and materials to be used.	29	12.9	51	10.6	11	12.4
Providing equipment/materials/ donations	42	18.7	79	16.5	13	14.6
Providing facilities.	30	13.3	65	13.6	12	13.5



Which of the following ways does your business work with secondary schools to support education?

Table C2.9

Business Assistance to Schools	**Employers Response**					
	IPC		Sequence		GE	
	N	%	N	%	N	%
Omit	102	45.3	222	46.3	41	46.1
Providing vocational students with work experience.	70	31.1	159	33.2	26	29.2
Serving on advisory committees. .	43	19.1	85	17.7	16	18.0
Providing teachers with work experience.	15	6.7	39	8.1	5	5.6
Releasing employees to teach vocational courses.	17	7.6	32	6.7	6	6.7
Partnerships.	9	4.0	24	5.0	5	5.6

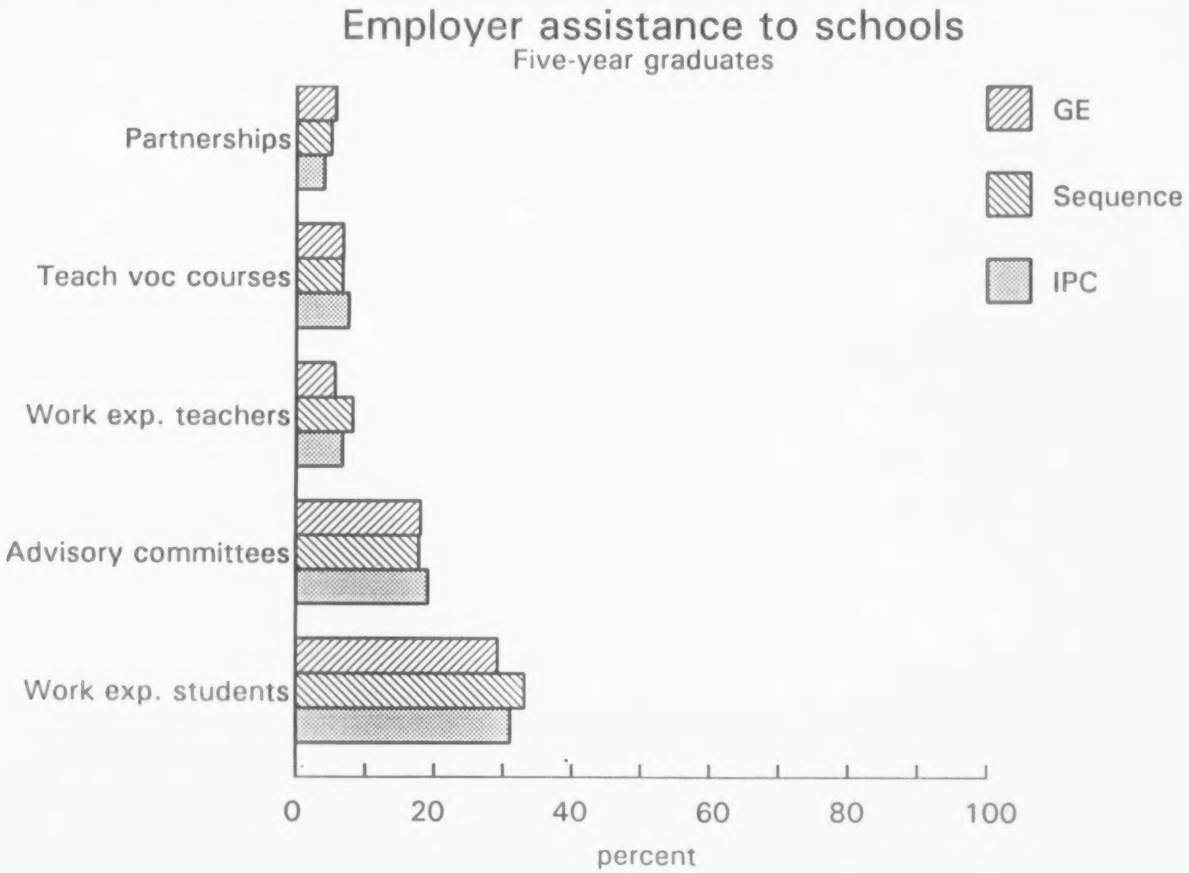
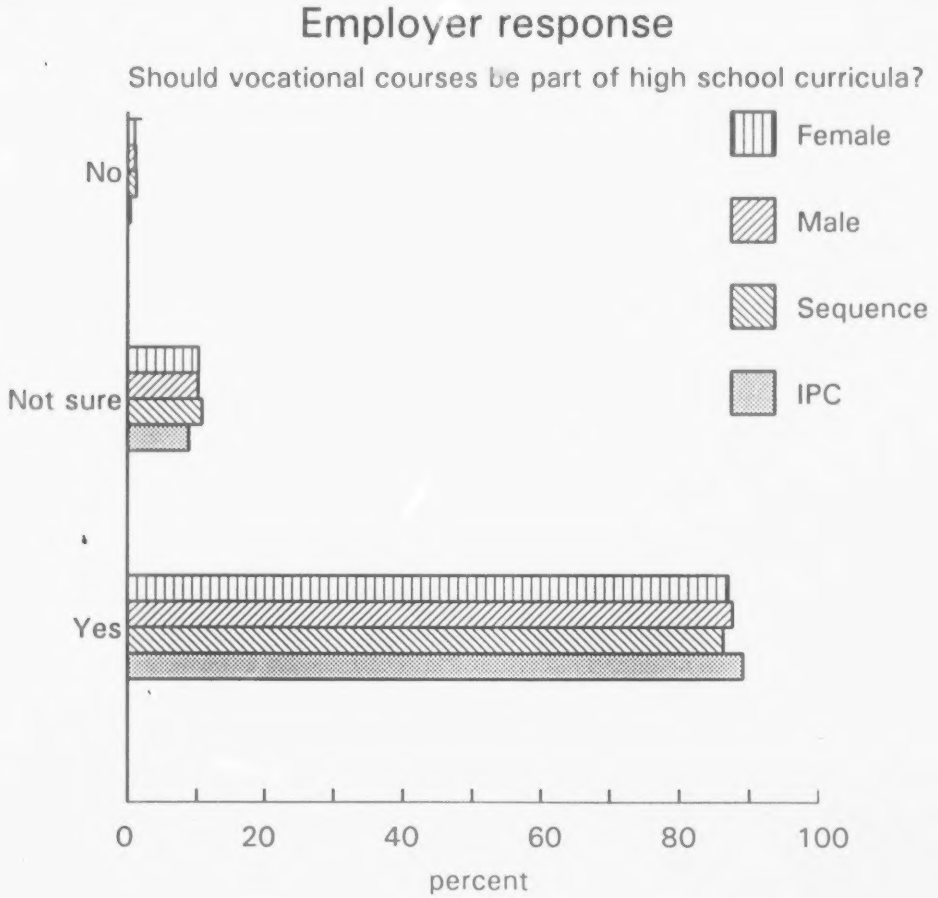


Chart C1
Page C1.12
Employer One-Year Follow-Up Study

How do employers feel about vocational courses being part of high school curricula?

Table C1.12

Do you feel vocational courses including career exploration and the development of saleable skills should be part of the high school curricula:	IPC		Sequence		Male		Female	
	N	%	N	%	N	%	N	%
. Omit	13	1.5	74	1.6	9	1.0	24	1.6
Yes.	791	89.2	944	86.4	781	87.7	1270	87.1
Not sure	79	8.9	118	10.8	91	10.2	151	10.4
No	4	0.5	14	1.3	10	1.1	14	1.0



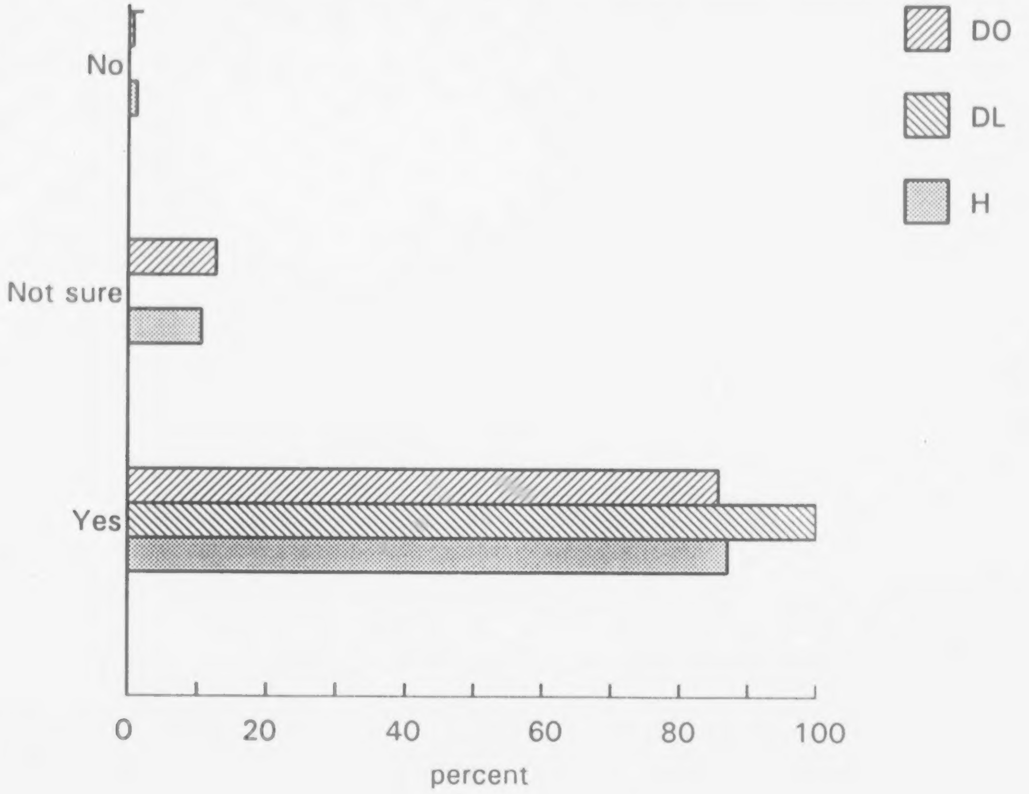
How do employers feel about vocational courses being part of high school curricula?

Table C1.13

Do you feel vocational courses including career exploration and the development of saleable skills should be part of the high school curricula:	**H**		**DL**		**DO**	
	N	**%**	**N**	**%**	**N**	**%**
Omit	1	1.2	0	0.0	4	1.3
Yes.	74	87.1	8	100.0	258	85.7
Not sure	9	10.6	0	0.0	38	12.6
No	1	1.2	0	0.0	2	0.7

Employers response

Should vocational courses be part of high school curricula?



CHAPTER 4

SELECTED FINDINGS OF IN-SCHOOL STUDENTS: HIGH SCHOOL AND MIDDLE/JUNIOR HIGH SCHOOL

This chapter contains tables and graphs about in-school students' attitudes about vocational education. Tables depict satisfaction with job training preparation, importance of vocational education, post high school plans and accessibility to vocational courses.

The D1 survey was requested of students in grades 9-12 and was completed by 76,387 students. The D3 survey was an optional survey given to students in grades 6-9 and was completed by 28,702 students. Findings from these surveys are identified below with a complete set of data tables for the D survey can be found in Appendix B.

Major findings of the in-school surveys are:

Respondents

- Of high school students completing the survey, tenth graders were the largest group with 28 percent. Ninth grade had 19 percent of the total, eleventh grade almost 28 percent and twelfth grade slightly over 26 percent of the total responding. (Table D1.1)

High School Users of Vocational Education

- More twelfth grade vocational students have taken courses in business education and technology education programs than any other vocational program. (Table D1.2)

- Thirty-seven percent of male students have taken technology education courses, 35 percent industrial art courses, and 33 percent business education courses. Almost 49 percent of female students have taken business education courses and 43 percent of family and consumer education courses. (Table D1.3)

Post-High School Plans

- Over 63 percent of female and over 51 percent of male students are planning to attend a university program following high school graduation. (Table D1.4)

- After graduating from high school, 38.4 percent of vocational students plan to work and attend school, while 38.2 percent plan to attend school. (Table D1.5)

High School Student Satisfaction

- Over 71 percent of current vocational students are satisfied or very satisfied with their job training preparation. In contrast, 25 percent were unsatisfied or very unsatisfied. (Table D1.6)

High School Accessibility

- Both vocational and academic students state the major reason that they could not take a vocational course during the year that they were surveyed was because of required courses. A second reason was that vocational courses related to their career interest were not available. (Table D1.7 and D1.8)

Middle School Users of Vocational Education

- Thirty-six percent of the total middle/junior high school population responding were eighth graders. (Table D3.1)

- Male middle school students most often selected technology education courses. Female middle school students most often selected family and consumer education courses. (Table D3.2)

Middle School Accessibility

- Over 63 percent of middle school students are able to fit a beginning level course in one of the vocational areas into their class schedule. In contrast, 12.4 percent female and 15 percent male students are never able to fit a beginning level course in one of the vocational areas into their class schedule. (Table D3.3)

- Over half of the special needs students are able to fit a beginning level course in one of the vocational areas into their class schedule. (Table D3.4)

Practical Applications

- Over 61 percent of the math, science and English teachers do show how their subjects can be used in a variety of jobs. (Table D3.5)

Career Planning

- Over 70 percent of middle school students will plan their high school classes based upon their interests. (Table D3.6)

- More than fifty-seven percent of disadvantaged - limited English proficient (DL) will plan their high school classes based upon what they need to get a good job. (Table D3.7)

Post-High School Plans by Vocational Program Areas

- Figure 3 found on page 95, reflects twelfth grade vocational students' post-high school plans. Over 38 percent plan on working while attending school while another 38 percent plan on just attending school.

Student assessment by grade level

Table D1.1

"What is you current grade level?"	Total N	Total %
Omit	67	0.1
9th grade.	14655	19.2
10th grade	21368	28.0
11th grade	20336	26.6
12th grade	19961	26.1

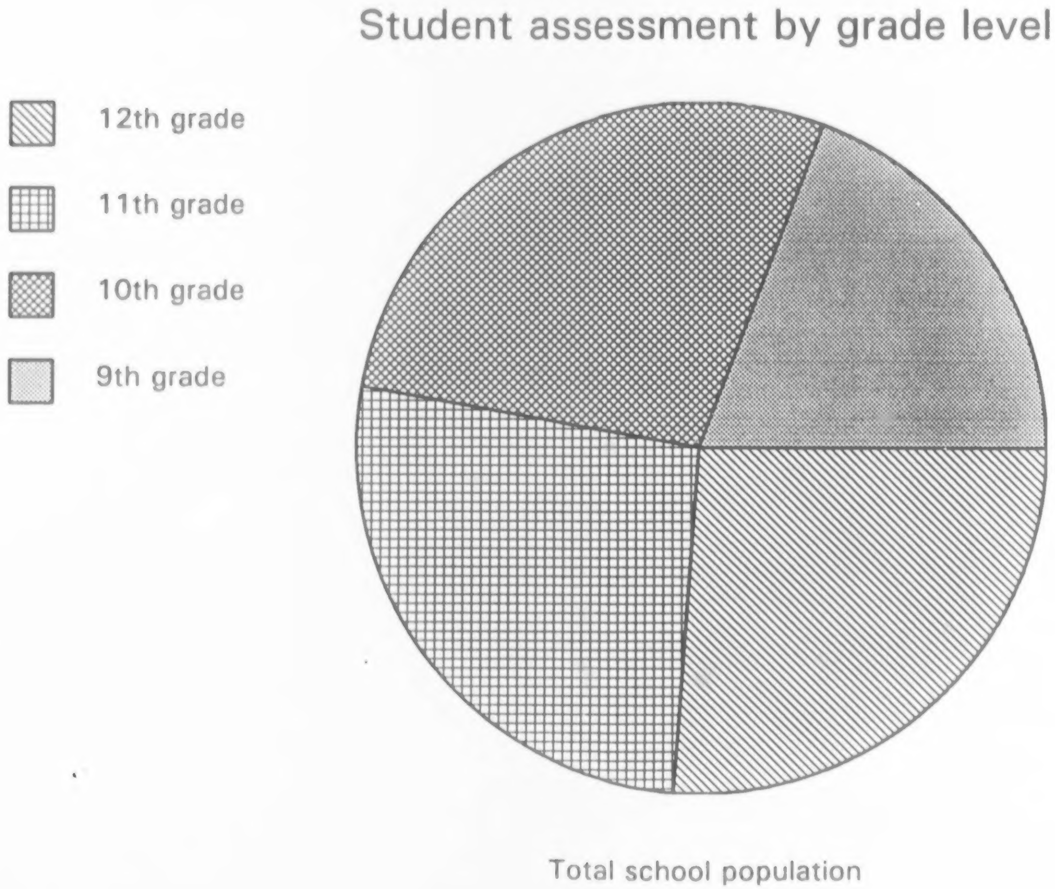
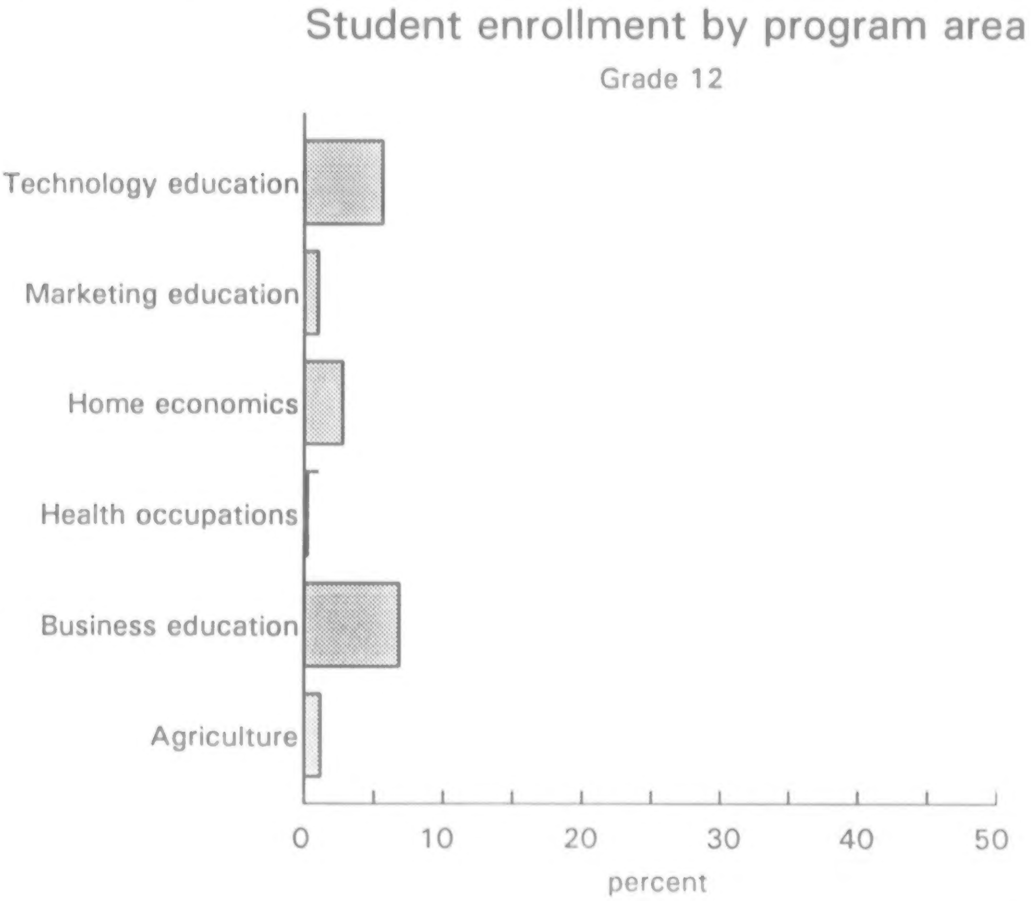


Chart D1
Page D1.2
Student Questionnaire

Student enrollment by vocational program area (12th grade only).

Table D1.2

"I have taken courses in the following vocational programs"	Total N	Total %
Omit	62944	82.4
Agriculture	877	1.1
Business Education	5215	6.8
Health Occupations	202	0.3
Family and Consumer Education	2090	2.7
Marketing Education	754	1.0
Technology Education	4306	5.6



Student career interest by males and females (grades 9-12).

Table D1.3

"I have taken courses in the following vocational programs"	Student Response			
	Male		Female	
	N	%	N	%
Omit	683	1.7	666	1.8
Agriculture	5694	14.4	2142	5.8
Business Education	12994	32.9	18050	48.9
Health Occupations	3293	8.3	3848	10.4
Family and Consumer Education	7582	19.2	16032	43.4
Marketing Education	3037	7.7	3454	9.4
Technology Education	14611	37.0	3287	8.9
Industrial Education	13704	34.7	2513	6.8

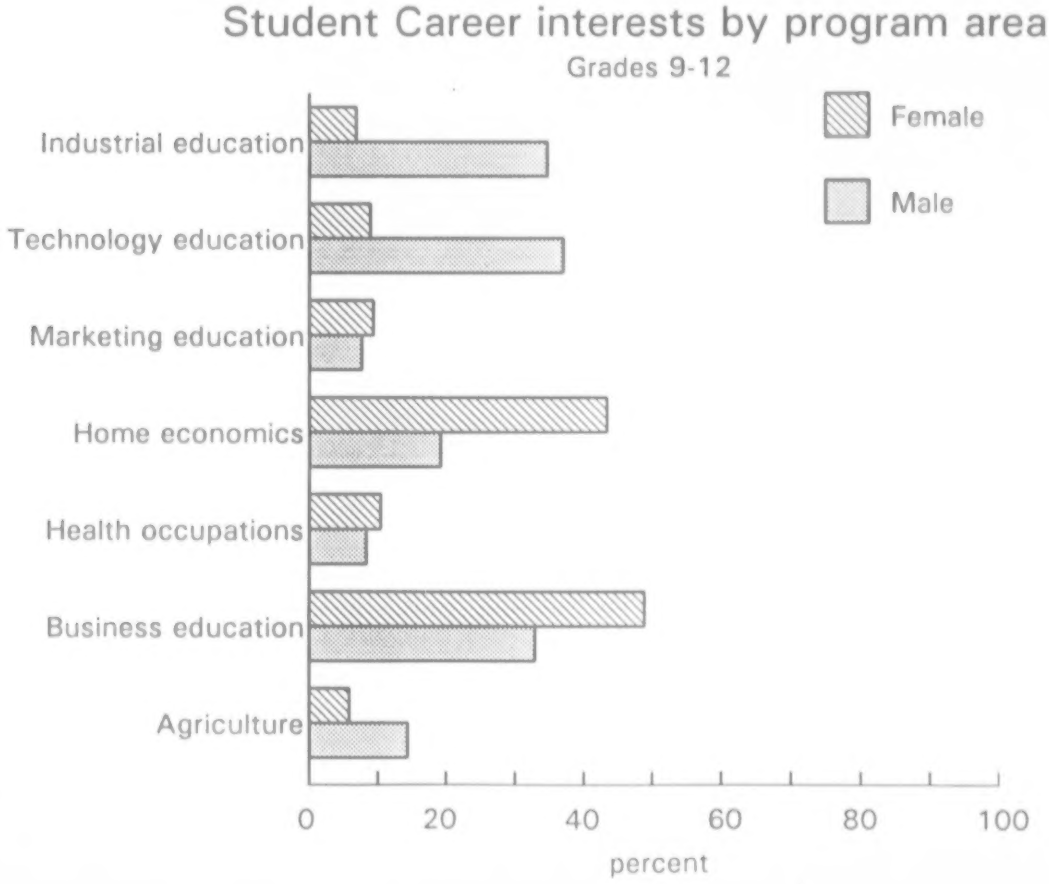
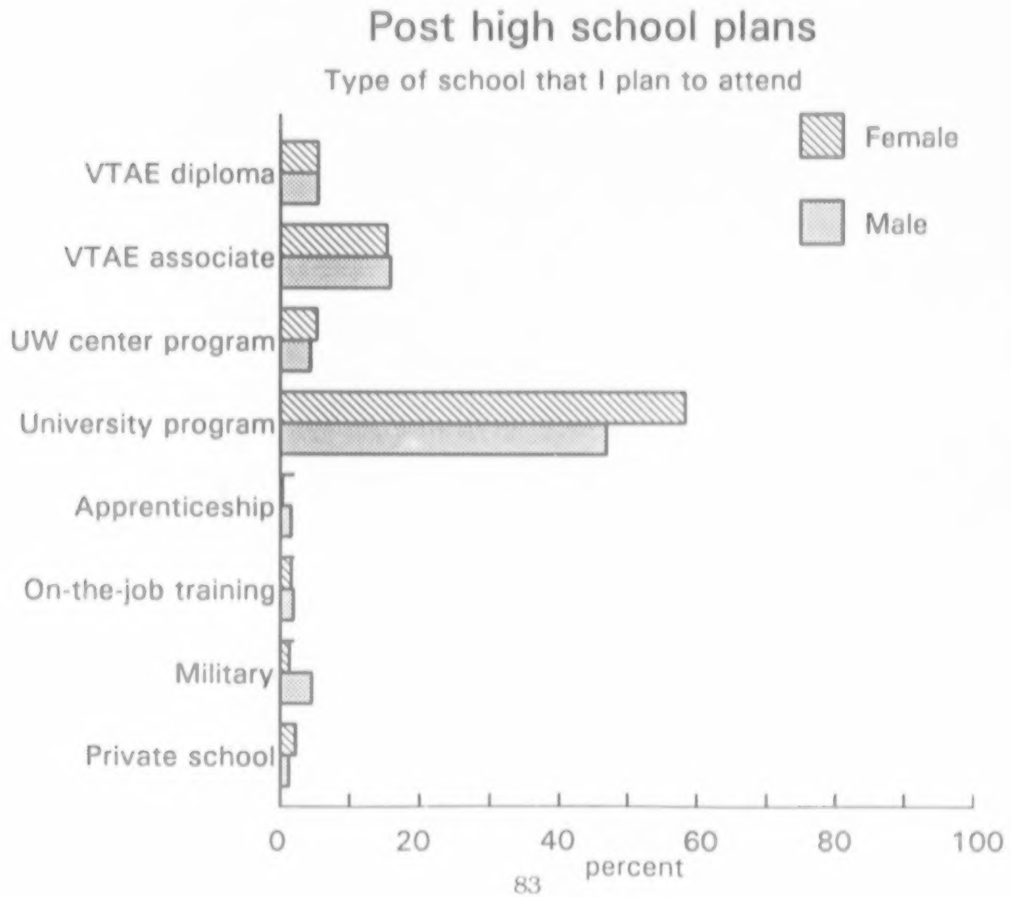


Chart D1
Page D1.4
Student Questionnaire

What are your current students post high school plans?

Table D1.4

"What type of school are you planning to attend following high school graduation?"	Student Response			
	Male		Female	
	N	%	N	%
Omit	7961	20.2	4146	11.2
private school	485	1.2	815	2.2
military	1794	4.5	496	1.3
on-the-job training.	741	1.9	582	1.6
apprenticeship	614	1.6	124	0.3
university program	18545	47.0	21564	58.4
UW-Center program.	1748	4.4	1971	5.3
VTAE Associate	6285	15.9	5693	15.4
VTAE diploma	2165	5.5	2039	5.5

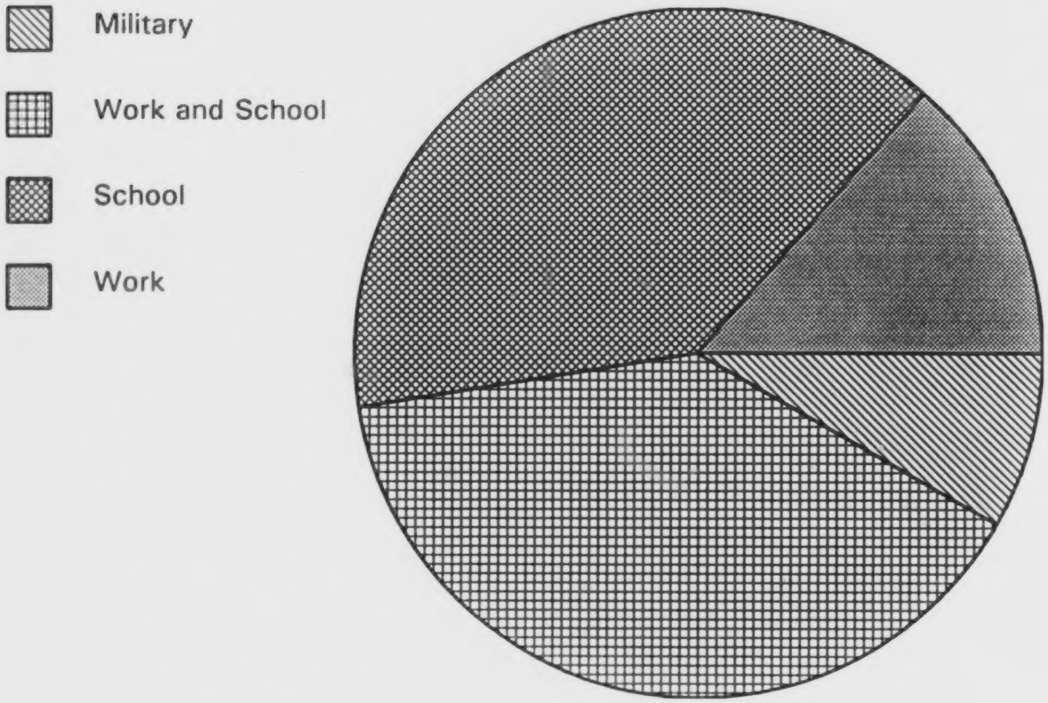


Students post high school plans (vocational only).

Table D1.5

"After graduating from high school, I plan to"	Total N	Total %
Omit	835	2.1
Go to work	5389	13.3
Go on to school	15529	38.2
Work and attend school	15620	38.4
Go into the military	3276	8.1
Other	211	0.5

Post high school plans



Total vocational population
(grades 9-12)

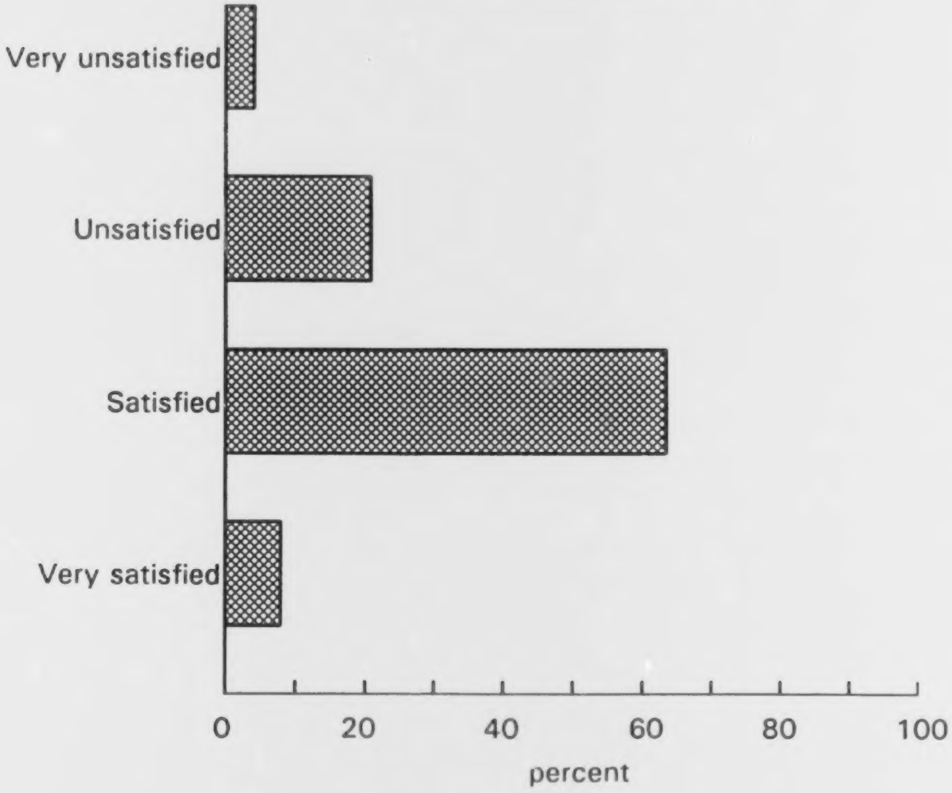
Are current vocational students satisfied with their job training preparation?

Table D1.6

"This is how I feel about the job training preparation I am receiving at this present time."	Total Vocational Student Response N	%
Omit	1490	3.7
I am very satisfied.	3233	8.0
I am satisfied	25830	63.5
I am unsatisfied	8453	20.8
I am very unsatisfied.	1652	4.1

Student satisfaction with job training preparation

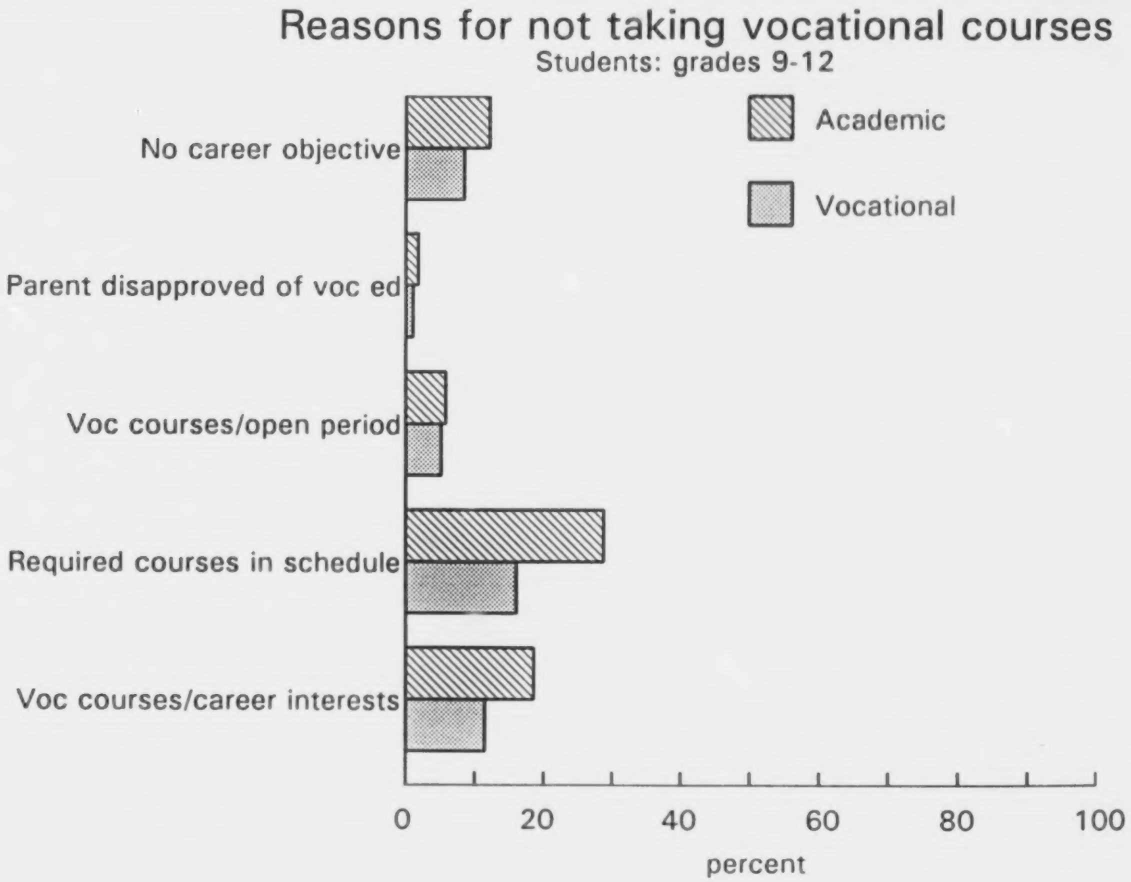
Vocational student response



If you did not take a vocational course this year, what was the reason?

Table D1.7

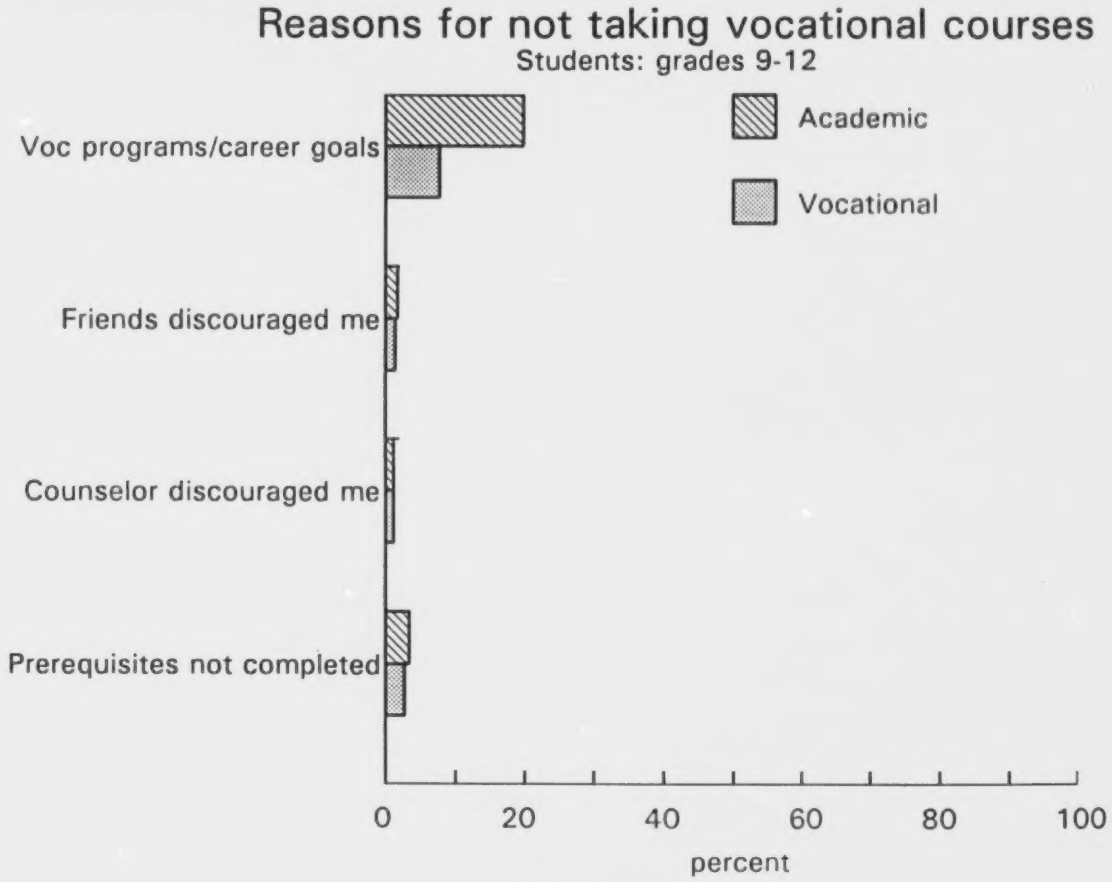
	Student Response			
	Vocational		Academic	
	N	%	N	%
Omit	26689	65.6	14608	41.5
Vocational courses related to my career interests were not available.	4678	11.5	6547	18.6
Could not fit into my schedule because of required courses	6535	16.1	10146	28.8
Vocational courses were not available when I had an open period in my schedule	2085	5.1	2048	5.8
My parents did not want me to take any vocational courses.	448	1.1	655	1.9
I am not sure what I want to do after high school. Thus, I did not take vocational courses	3440	8.5	4294	12.2



If you did not take a vocational course this year, what was the reason?

Table D1.8

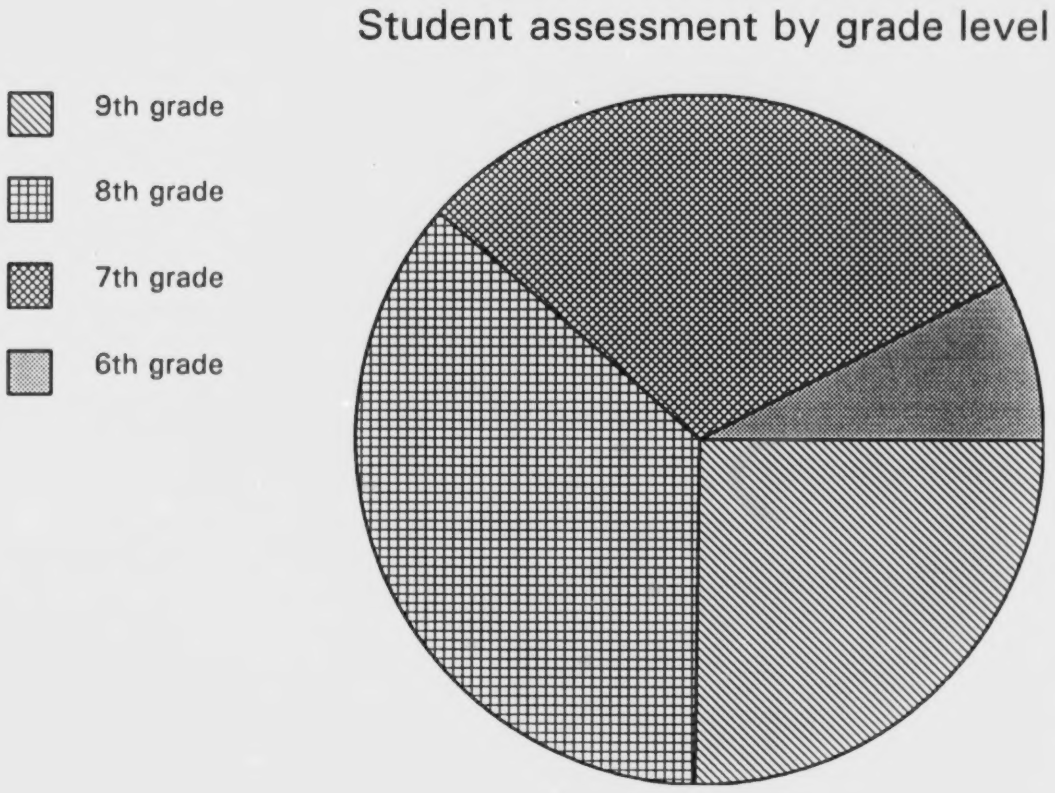
	Student Response			
	Vocational		Academic	
	N	%	N	%
Omit	26689	65.6	14608	41.5
I could not get into the vocational courses I wanted because I did not have the prerequisite courses completed	1106	2.7	1206	3.4
My counselor discouraged me from enrolling. . .	460	1.1	397	1.1
My friends discouraged me from enrolling. . . .	567	1.4	613	1.7
The vocational programs(Agriculture, Home Economics, Business Education, Marketing Education, Technology Education) did not meet my career goals and future plans (i.e. college)	3141	7.7	6979	19.8



Student assessment by grade level

Table D3.1

What is your current grade level?	Total N	Total %	Male N	Male %	Female N	Female %
Omit	14	0.0	4	0.0	9	0.1
6th grade.	2166	7.5	1122	7.5	1044	7.5
7th grade.	8932	31.1	4635	31.2	4294	31.1
8th grade.	10356	36.1	5319	35.8	5034	36.4
9th grade.	7234	25.2	3783	25.5	3447	24.9



Total middle/junior high school population

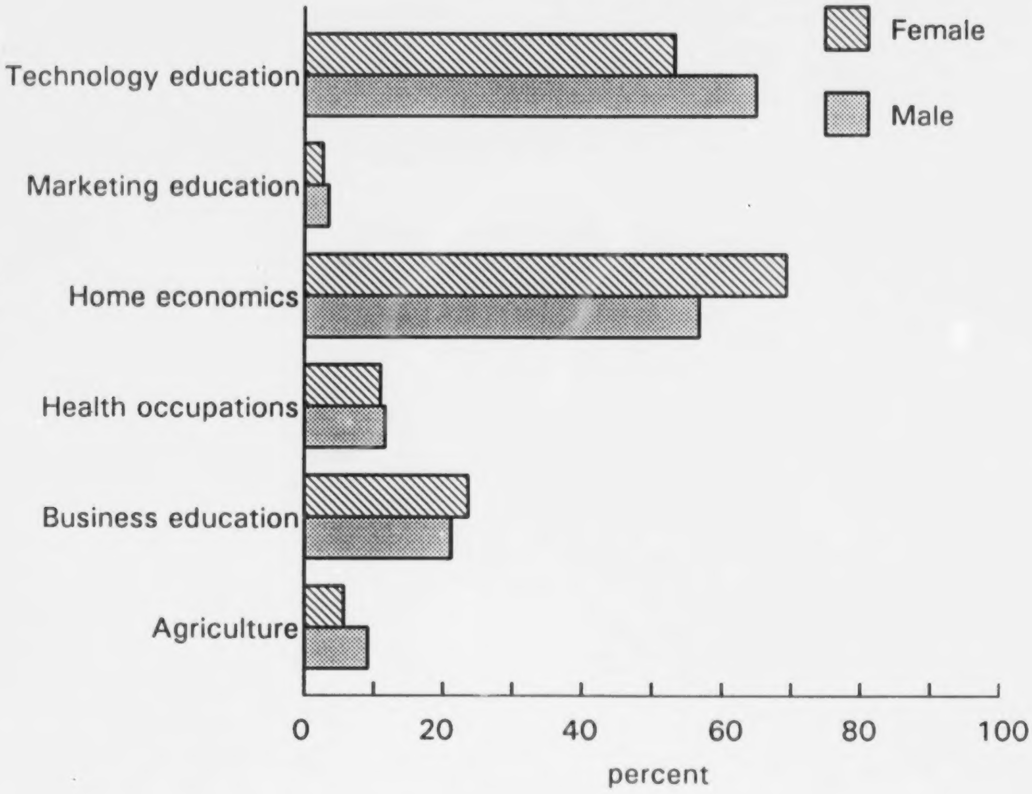
Chart D3
Page D3.2
Middle/Junior High School Student Questionnaire

Student enrollment by program area

Table D3.2

"I have taken courses in the following vocational programs"	Student Response			
	Male		Female	
	N	%	N	%
Omit	224	1.5	172	1.2
Agriculture	1363	9.2	783	5.7
Business Education.	3152	21.2	3276	23.7
Health Occupations.	1734	11.7	1519	11.0
Family and Consumer Education	8451	56,9	9599	69.4
Marketing Education	523	3.5	372	2.7
Technology Education	9664	65.0	7369	53.3
None of the above	2306	15.5	2147	15.5

Student enrollment by program area
Grades 6-9



Are you able to fit vocational courses into your class schedule?

Table D3.3

"Are you able to fit vocational courses into your class schedule?"	Student Response			
	Male		Female	
	N	%	N	%
Omit	288	1.9	266	1.9
Yes, most of the time	4049	27.2	3709	26.8
Yes, Some of the time	5011	33.7	5189	37.5
Seldom.	3281	22.1	2955	21.4
Never	2234	15.0	1709	12.4

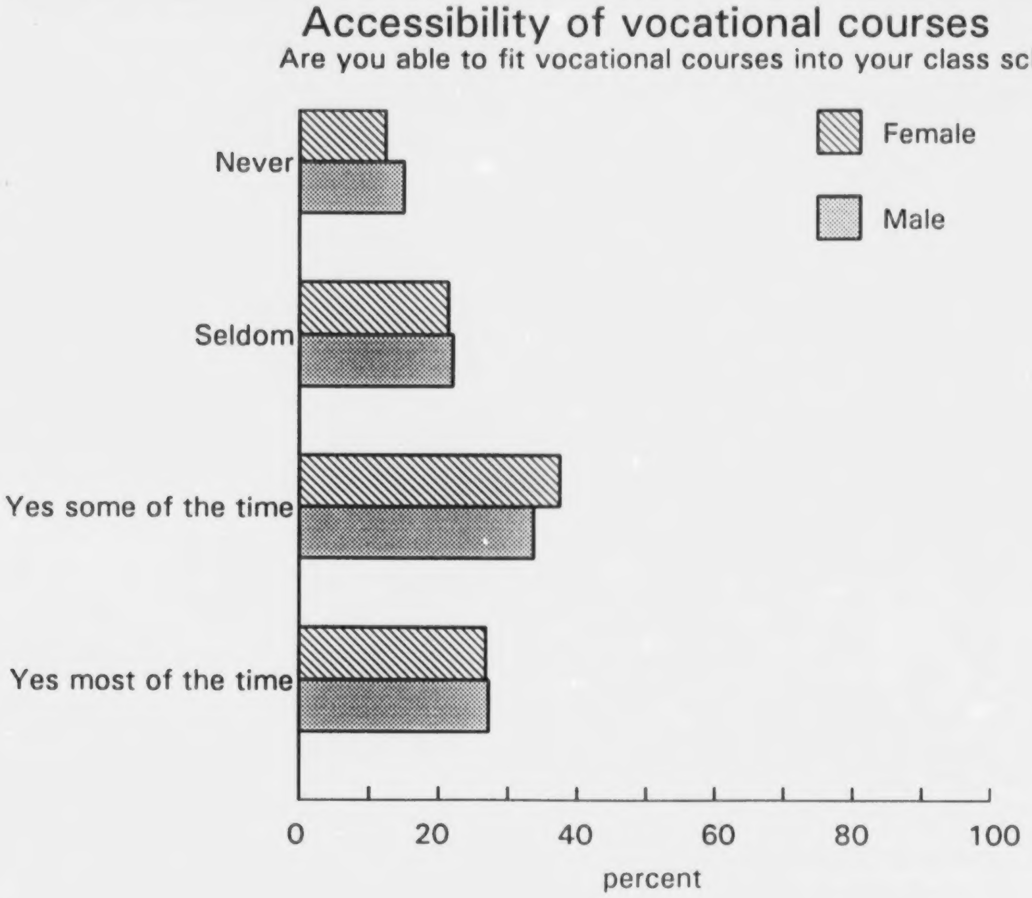


Chart D3
Page D3.4
Middle/Junior High School Student Questionnaire

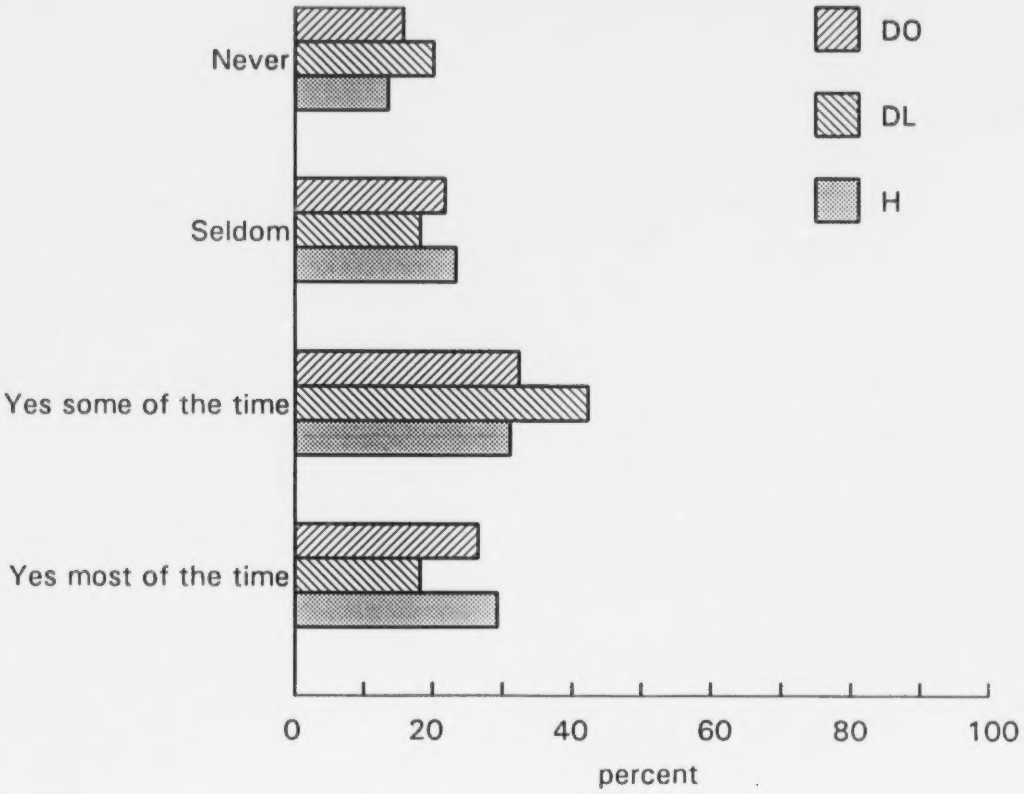
Are you able to fit vocational courses into your class schedule?

Table D3.4

"Are you able to fit vocational courses into your class schedule?"	Student Response					
	H		DL		DO	
	N	%	N	%	N	%
Omit	22	2.5	1	1.0	55	3.4
Yes, most of the time	257	29.3	19	18.3	428	26.6
Yes, some of the time	273	31.2	44	42.3	522	32.4
Seldom.	205	23.4	19	18.3	352	21.9
Never	119	13.6	21	20.2	253	15.7

Accessibility of vocational courses

Are you able to fit vocational courses into your class schedule?



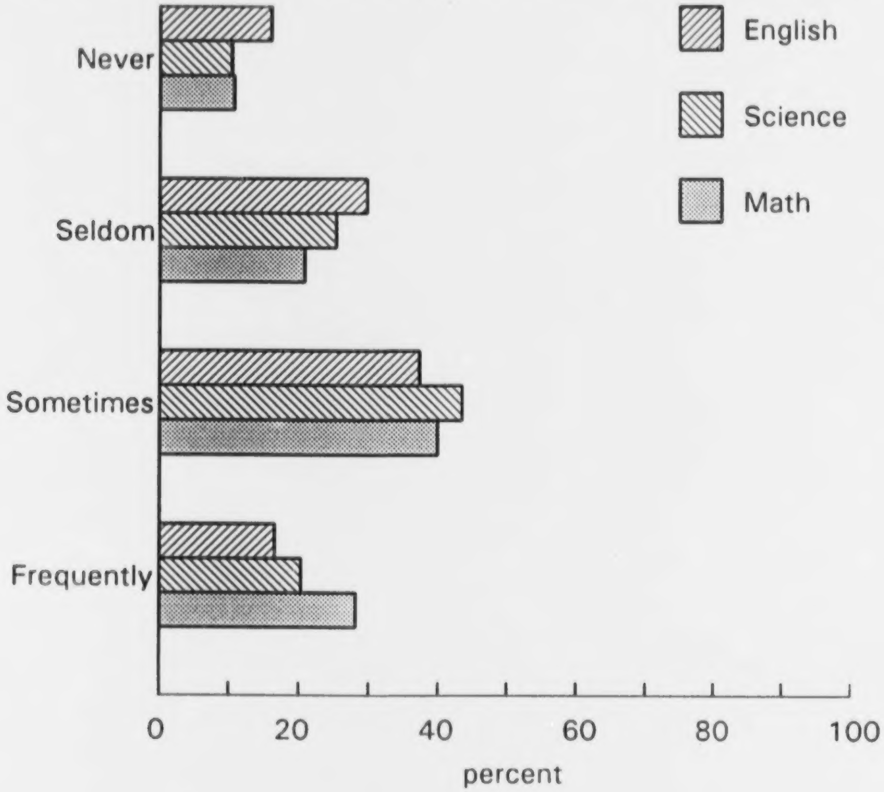
Do academic teachers show how math, science, and English can be used on-the-job?

Table D3.5

"Do math, science, and English teachers show how those subjects can be used in a variety jobs?"	**Middle/Junior High School Student Response** Math N	 %	 Science N	 %	 English N	 %
Omit	99	0.3	135	0.5	98	0.3
frequently.	8077	28.1	5825	20.3	4769	16.6
sometimes	11465	39.9	12491	43.5	10702	37.3
seldom.	5970	20.8	7275	25.3	8529	29.7
never	3091	10.8	2976	10.4	4604	16.0

Practical applications shown by academic teachers

Use of math, science, and English as shown by academic teachers



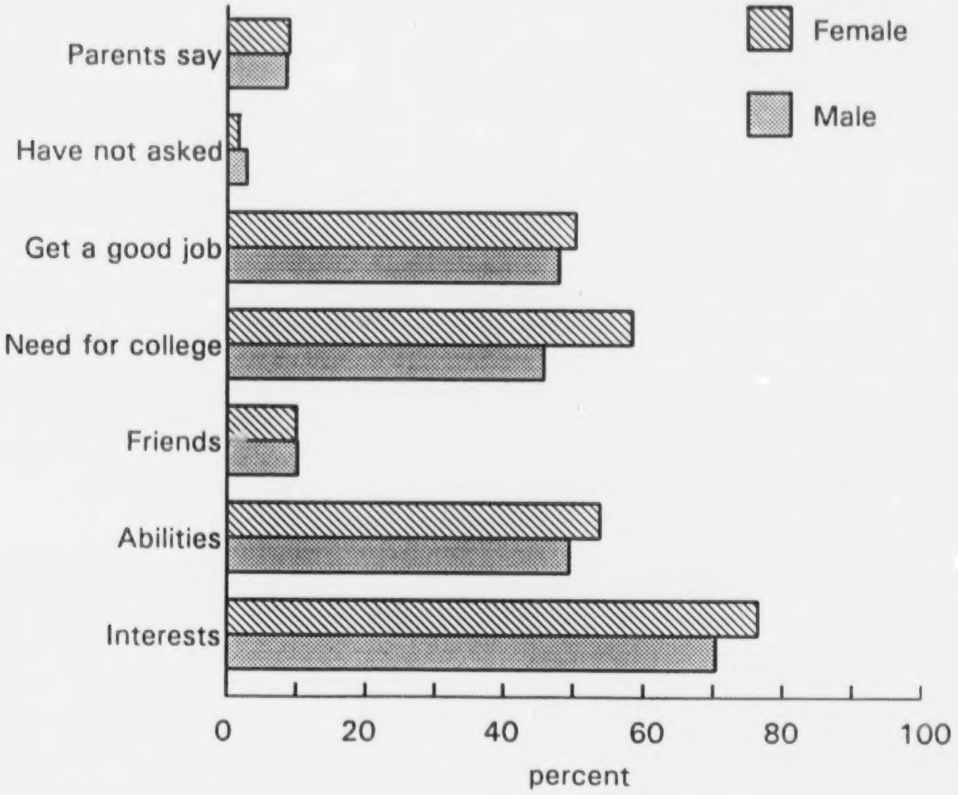
Middle/junior high school students plan their high school classes

Table D3.6

"I plan my high school classes based on"	Student Response			
	Male		Female	
	N	%	N	%
Omit	363	2.4	254	1.8
my interests	10471	70.5	10576	76.5
my abilities	7355	49.5	7439	53.8
what my friends are taking	1515	10.2	1380	10.0
what I need for college	6810	45.8	8083	58.5
what I need to get a good job	7149	48.1	6969	50.4
have not asked anyone	426	2.9	234	1.7
what my parents say	1277	8.6	1235	8.9

How are high school classes chosen?

Basis for career planning of middle/junior high school students



Middle/junior high school students plan their high school classes

Table D3.7

"I plan my high school classes based on"	Student Response					
	H		DL		DO	
	N	%	N	%	N	%
Omit	53	6.1	4	3.8	48	3.0
my interests.	507	57.9	54	51.9	1097	68.1
my abilities.	365	41.7	40	38.5	782	48.6
what my friends are taking. . .	102	11.6	17	16.3	198	12.3
what I need for college	268	30.6	38	36.5	611	38.0
what I need to get a good job .	404	46.1	60	57.7	786	48.8
have not asked anyone	39	4.5	2	1.9	53	3.3
what my parents say	118	13.5	21	20.2	160	9.9

How are high school classes chosen?

Basis for career planning of middle/junior high school students

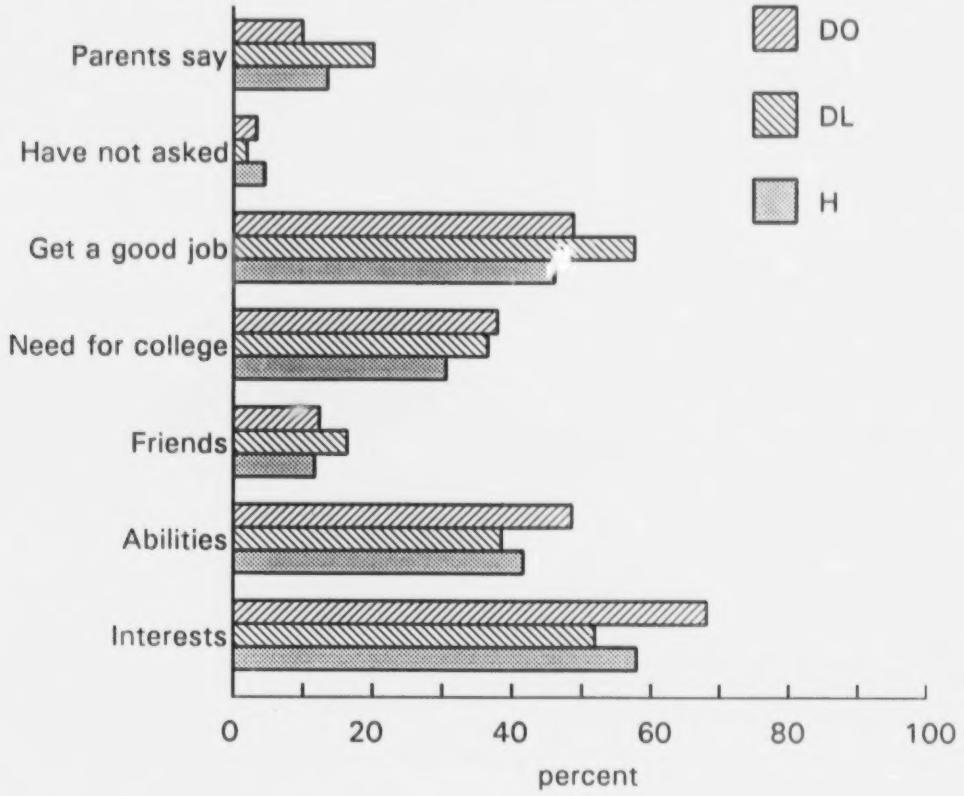
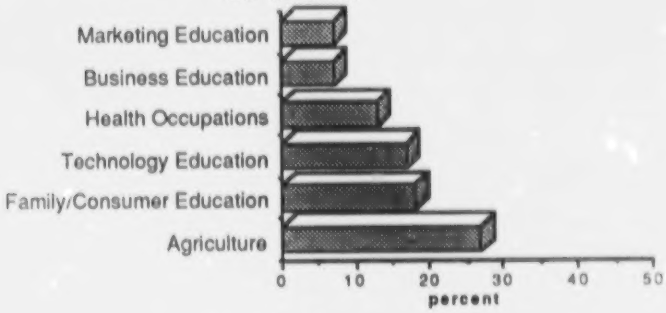


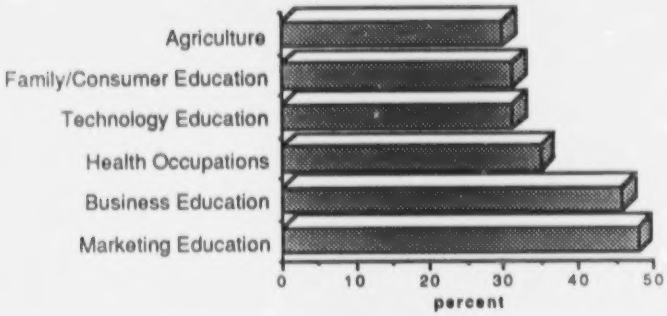
Figure 3

STUDENTS' POST-HIGH SCHOOL PLANS

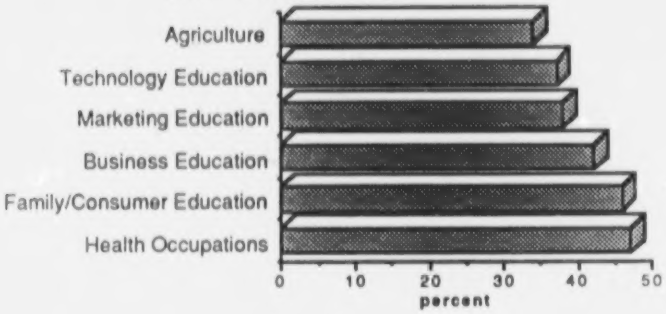
Go to work



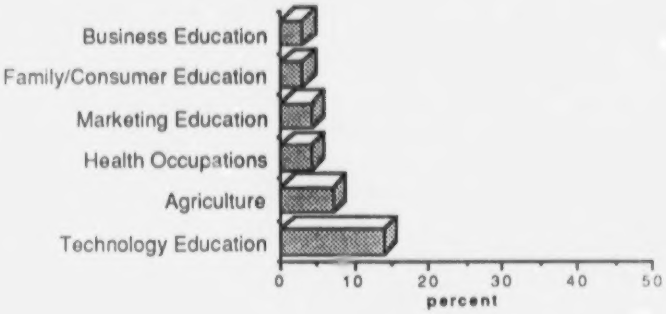
Go on to school



Both school and work



Military



CHAPTER 5

SELECTED FINDINGS OF STAFF

This chapter contains tables and graphs comparing vocational and nonvocational staff members' perceptions of vocational education between. The E1 survey was a required form for vocational instructors, special needs staff, counseling personnel and administration. This survey was completed by 2,857 staff members. The E2 survey was an optional form used to survey nonvocational staff and was completed by 2,465 staff members. A complete set of data tables for the E surveys can be found in Appendix B.

Major findings of the staff survey are:

Awareness

- More than 80 percent of vocational staff and 45 percent of nonvocational staff are aware of a written vocational education philosophy. (Table E12.2)

- Almost 64 percent of vocational staff and almost 22 percent of nonvocational staff feel vocational goals and objectives are achievable in light of available philosophy. (Table E12.3)

- More than 65 percent of vocational staff and 35 percent of nonvocational staff feel progress has been made on implementing recommendations from previous evaluation. (Table E12.4)

- Two-fifths of vocational staff and one-fifth of nonvocational staff feel follow-up studies are used to provide feedback for program improvement. (Table E12.5)

Assessment

- More than 85 percent of vocational staff and 72 percent of nonvocational staff assess student needs, interests and abilities. (Table E12.6)

- More than one-half of the vocational staff assess for the coordination of program needs. (Table E12.7)

Equity

- Vocational staff most often revise/update curriculum and then change course titles to prevent bias or discrimination. (Table E12.8 and E12.9)
- Over forty-six percent of vocational staff are aware of a written district equity plan in contrast to 26 percent of nonvocational staff. (Table E12.10)

Professional Development

- During the two years prior to being surveyed, both vocational and nonvocational staff more often modified methods, materials or content to meet individual handicapped learner needs. (Table E12.11)
- Over 83 percent of all staff attend conferences and conventions to improve professional competencies and expand staff knowledge of their individual discipline. (Table E12.12)
- As a result of attending conferences and conventions, a large majority of all staff have learned new developments in their respective disciplines. (Table E12.13)

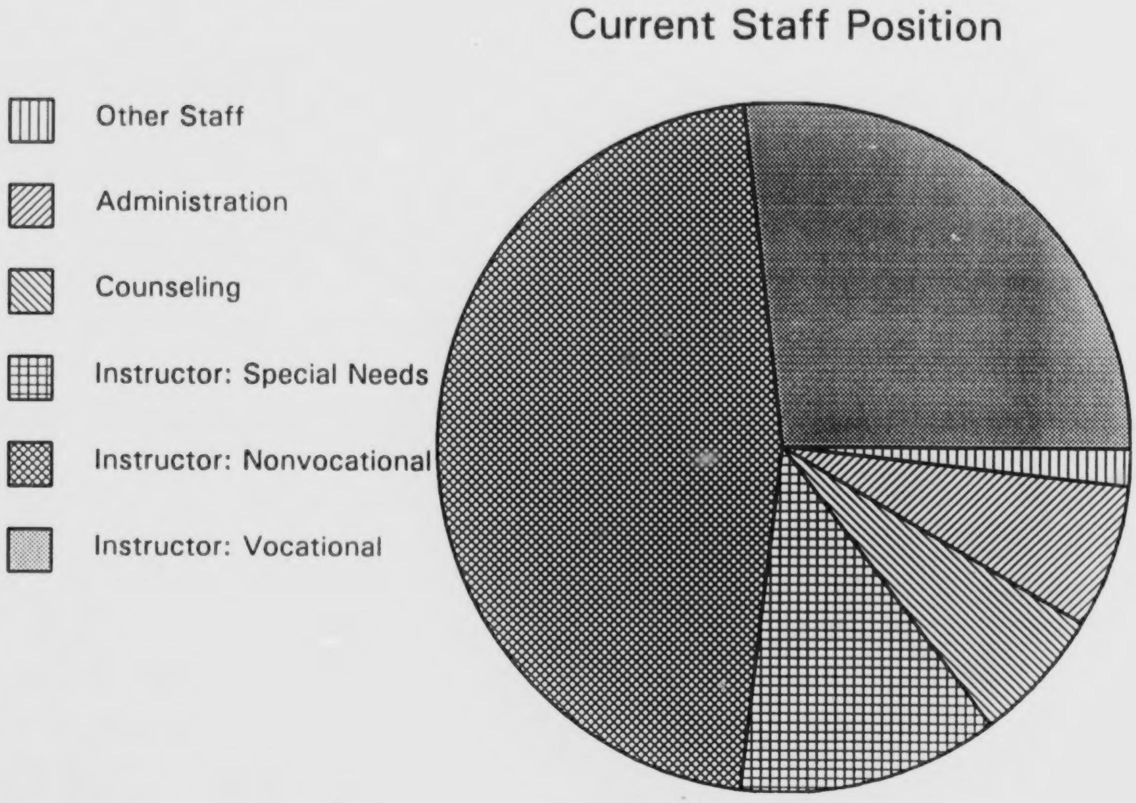
Secondary Vocational Program Evaluation
Cycle 3 Composite Report
1987-1991 Evaluation Data

Chart E12
Page E12.1
Staff Questionnaire

What is your current position?

Table E12.1

Primary Staff Position	**Total**	
	N	**%**
Omit	1	0.0
Instructor: Vocational	1427	50.0
Instructor: Nonvocational	2465	100.0
Instructor: Special Needs	645	22.6
Counseling/Student Services	334	11.7
Adminstration/Coordination	358	12.5
Other	94	3.3



Total school staff population

Chart E12
Page E12.2
Staff Questionnaire

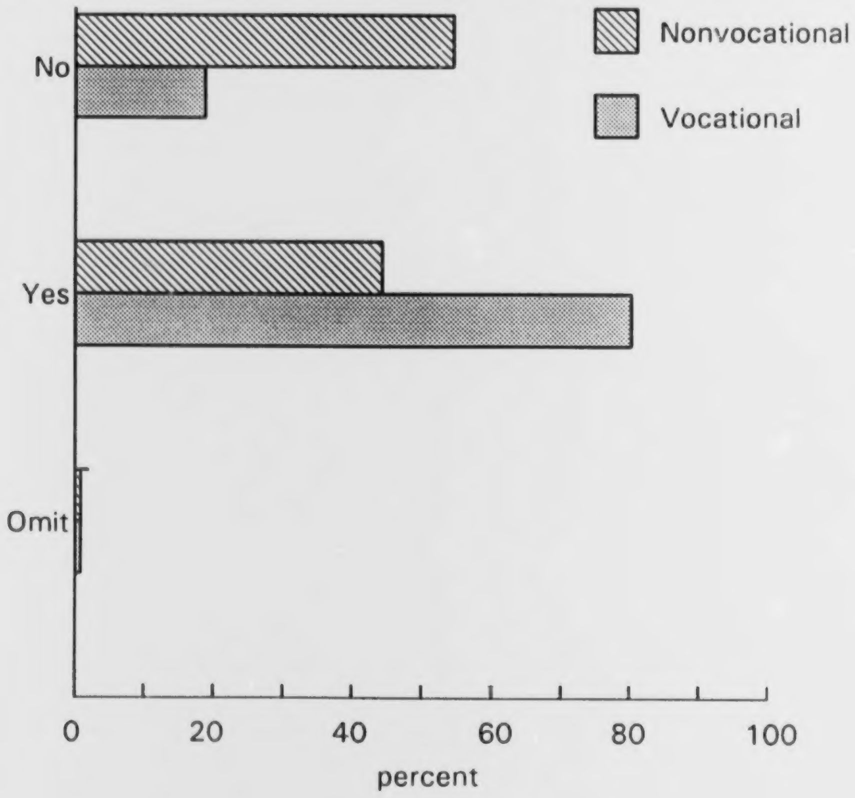
Does a philosophy of vocational education exist?

Table E12.2

"Are you aware of a written philosophy of vocational education for your district?"	Vocational N	Vocational %	Nonvocational N	Nonvocational %
Omit	23	0.8	21	0.9
Yes	2296	80.4	1096	44.5
No.	537	18.8	1348	54.7

Staff Response

Are you aware of a written philosophy of vocational education?



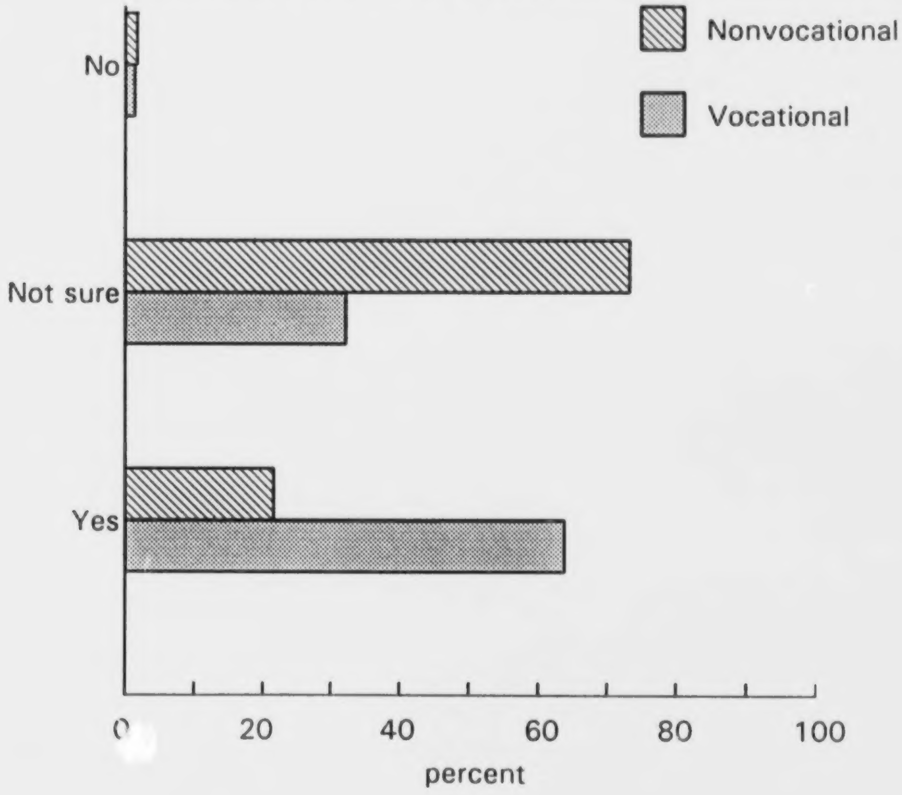
Are vocational goals and objectives achievable?

Table E12.3

"Do you feel that vocational goals and objectives are achievable in light of available philosophy?"	Vocational N	Vocational %	Nonvocational N	Nonvocational %
Omit	72	2.5	83	3.4
Yes	1822	63.8	532	21.6
Not sure.	922	32.3	1807	73.3
No.	41	1.4	43	1.7

Staff Response

Are vocational goals and objectives achievable?



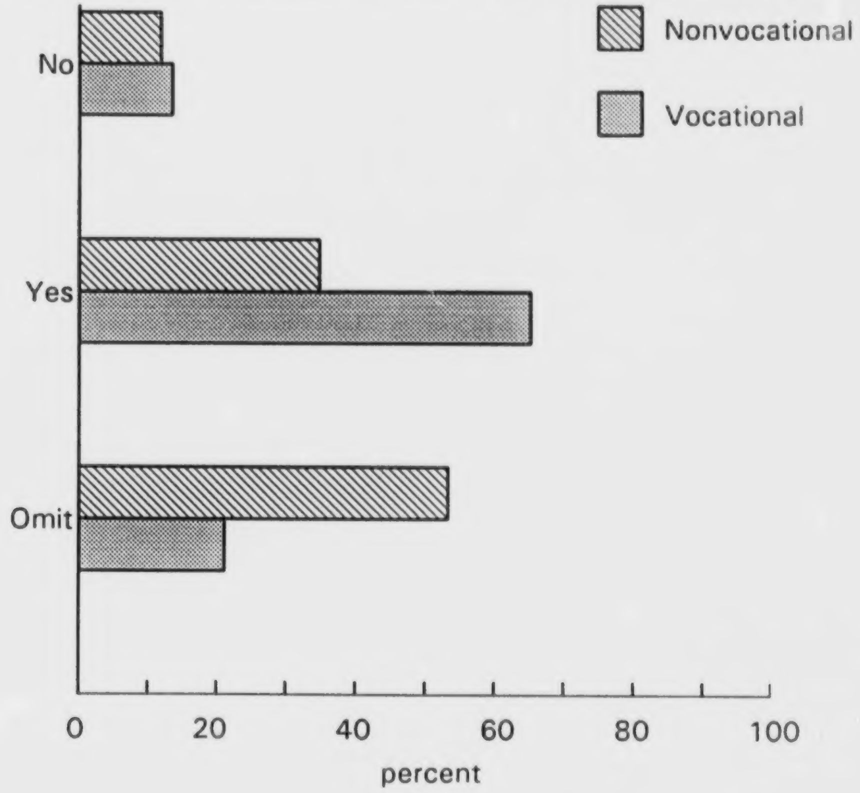
How does program evaluation fit into the total vocational program?

Table E12.4

"I feel progress has been made on implementing recommendations from the previous evaluation."	Vocational N	Vocational %	Nonvocational N	Nonvocational %
Omit	604	21.1	1314	53.3
Yes	1866	65.3	859	34.8
No.	386	13.5	292	11.8

Staff Response

How does program evaluation fit into the total vocational program?



Are follow-up studies used to provide feedback for program improvement?

Table E12.5

"Are follow-up studies used to provide feedback for program improvement?"	Vocational N	Vocational %	Nonvocational N	Nonvocational %
Omit	116	4.1	223	9.0
Yes	1220	42.7	569	23.1
Not sure	1244	43.6	1502	60.9
No	280	9.8	171	6.9

Staff Response

Are follow-up studies used to provide feedback for program improvement?

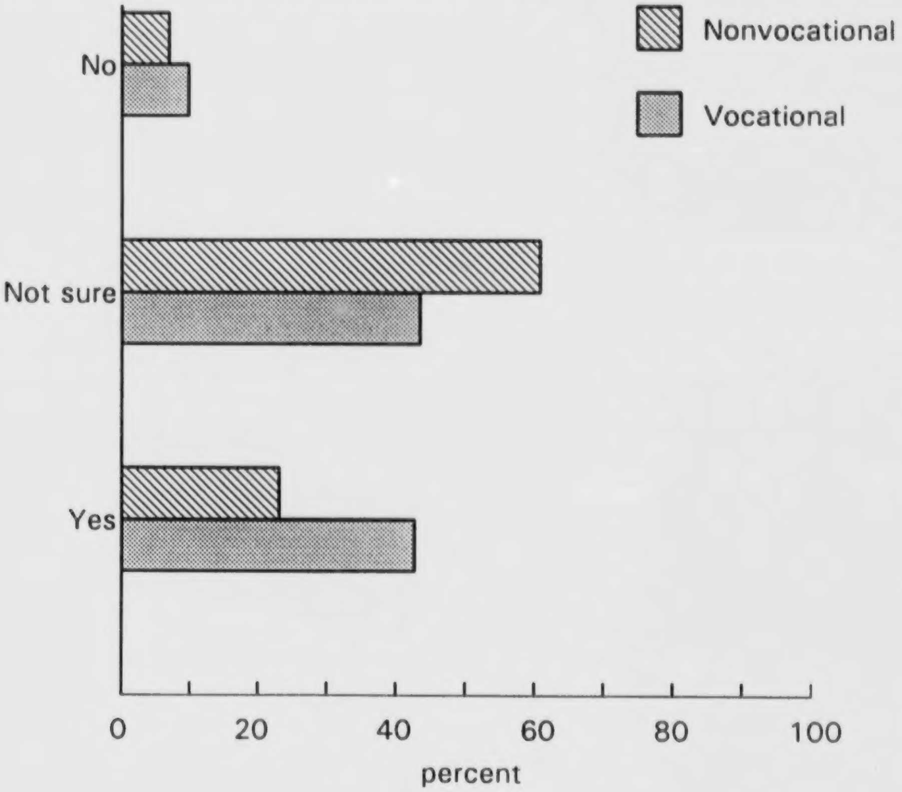


Chart E12
Page E12.6
Staff Questionnaire

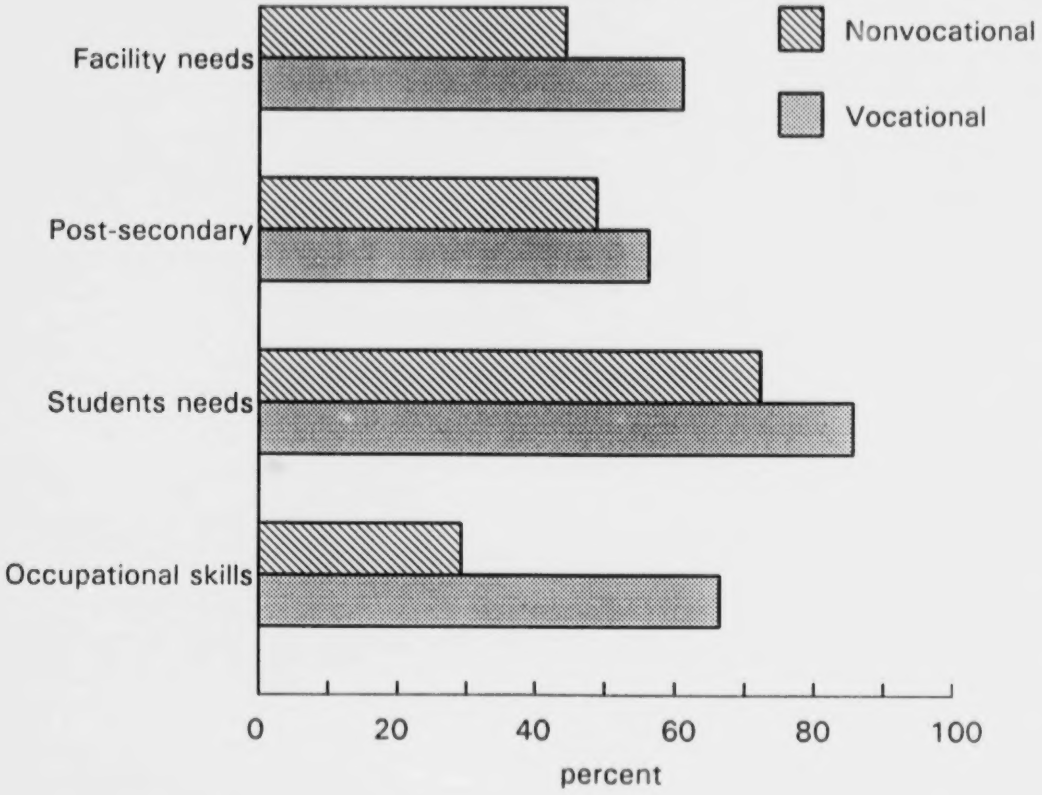
In the programs you teach, administer, or provide guidance, are the following assessed?

Table E12.6

"Are the following assessed"	Vocational N	Vocational %	Nonvocational N	Nonvocational %
Omit	150	5.3	309	12.5
Students occupational skill needs	1898	66.5	721	29.2
Students needs, interests and abilities	2449	85.7	1784	72.4
Entrance and program requirements at post-secondary schools.	1608	56.3	1206	48.9
Facility/equipment needs.	1747	61.2	1097	44.5

Staff Response

Staff assessment of needs



In the programs you teach, administer, or provide guidance, are the following assessed?

Table E12.7

"Are the following assessed"	Vocational N	Vocational %	Nonvocational N	Nonvocational %
Omit	150	5.3	309	12.5
Availability of financial assistance for post-secondary training	1084	38.0	450	18.3
Local district problems and needs	1397	48.9	808	32.8
Advanced placement opportunities.	1073	37.6	761	30.9
Coordination of program needs	1461	51.2	705	28.6
Local labor market needs.	1289	45.1	383	15.5

Staff Response

Staff assessment of needs

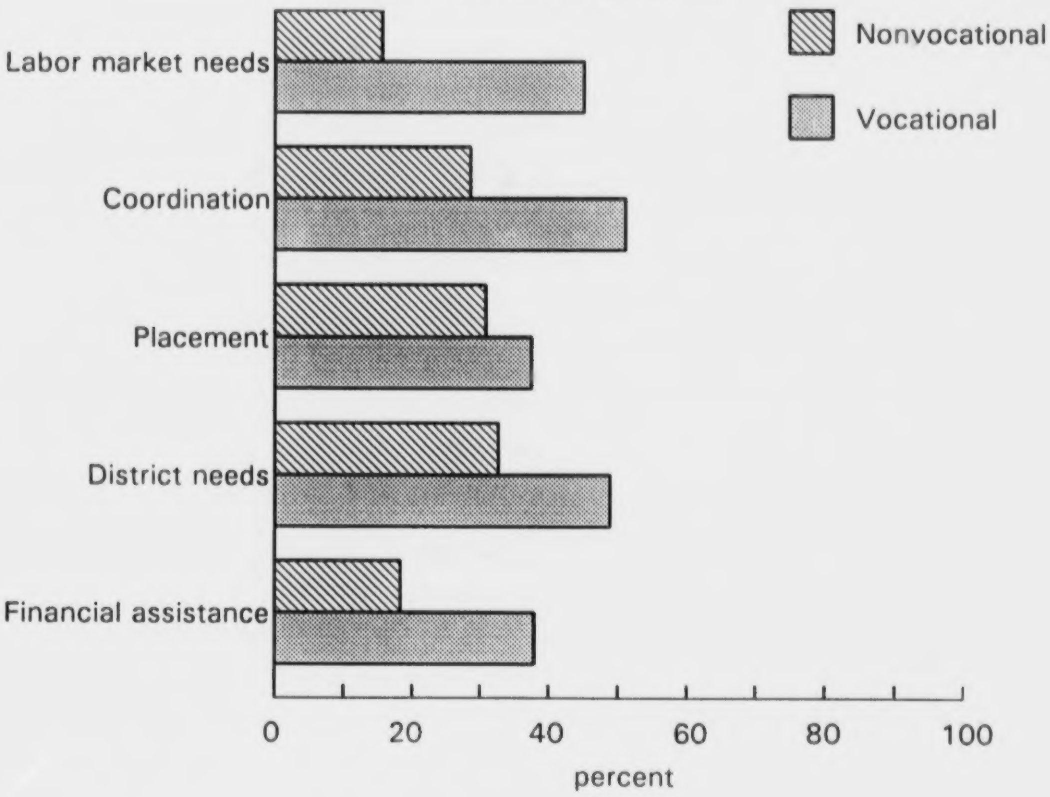


Chart E12
Page E12.8
Staff Questionnaire

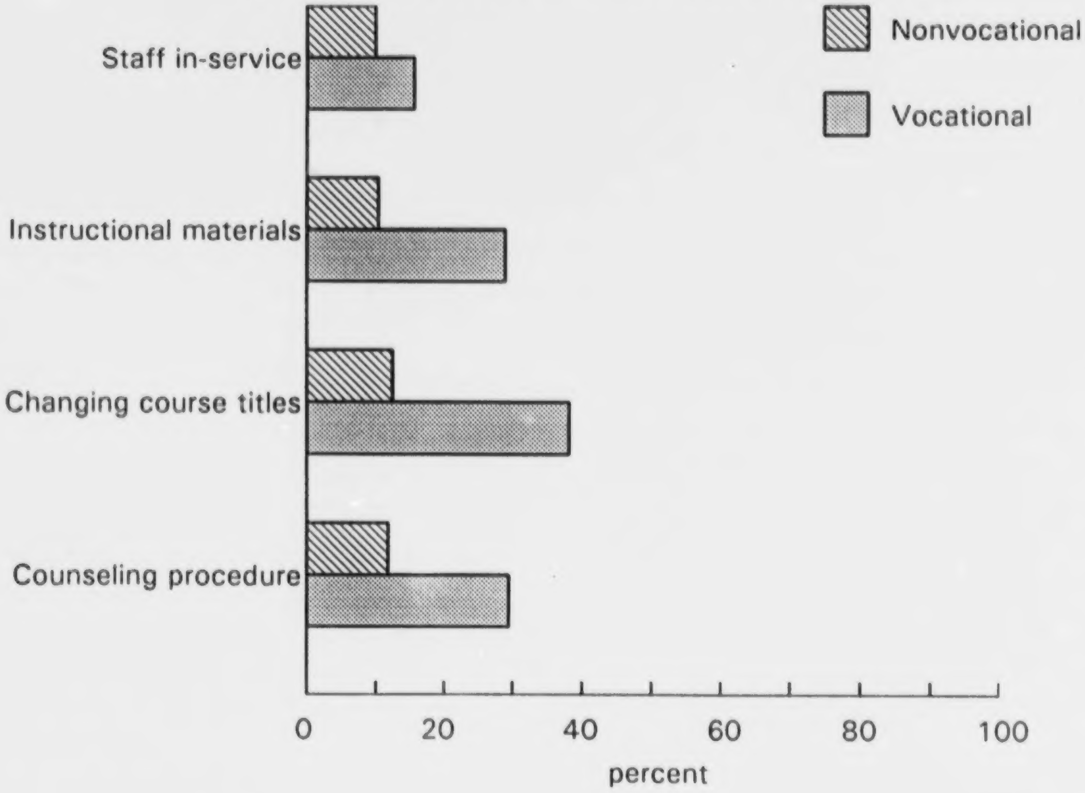
Where male/female enrollment is not balanced, are steps taken in any of the following areas to prevent bias or discrimination?

Table E12.8

	Vocational N	Vocational %	Nonvocational N	Nonvocational %
Omit	355	12.4	523	21.2
Counseling materials/practice/procedures. . . .	843	29.5	290	11.8
Changing course titles.	1089	38.1	305	12.4
Instructional materials	829	29.0	255	10.3
Staff in-service.	445	15.6	245	9.9

Staff Response

Steps taken to prevent or remove bias or discrimination



Where male/female enrollment is not balanced, are steps taken in any of the following areas to prevent bias or discrimination?

Table E12.9

	Vocational		Nonvocational	
	N	%	N	%
Omit	355	12.4	523	21.2
Curriculum revision/updating.	1157	40.5	392	15.9
Class scheduling.	646	22.6	330	13.4
Affirmative action-employment/students.	228	8.0	80	3.2
Development of an equity plan	473	16.6	158	6.4
Not aware	920	32.2	1279	51.9

Staff Response

Steps taken to prevent or remove bias or discrimination

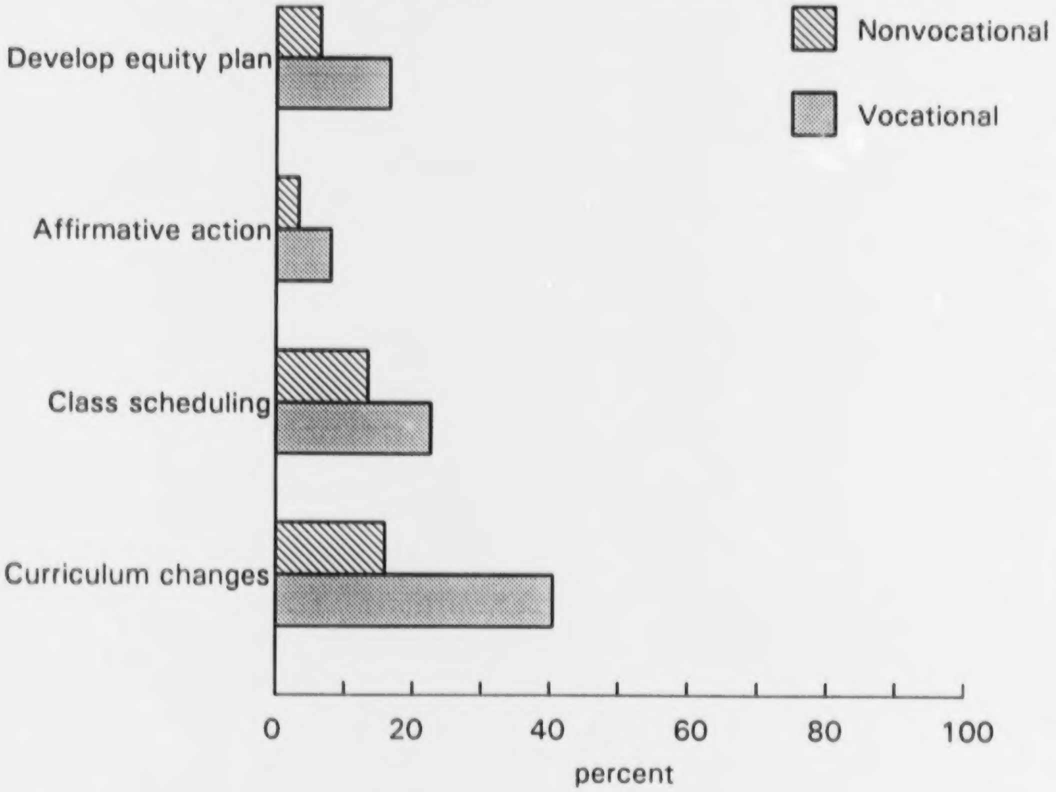


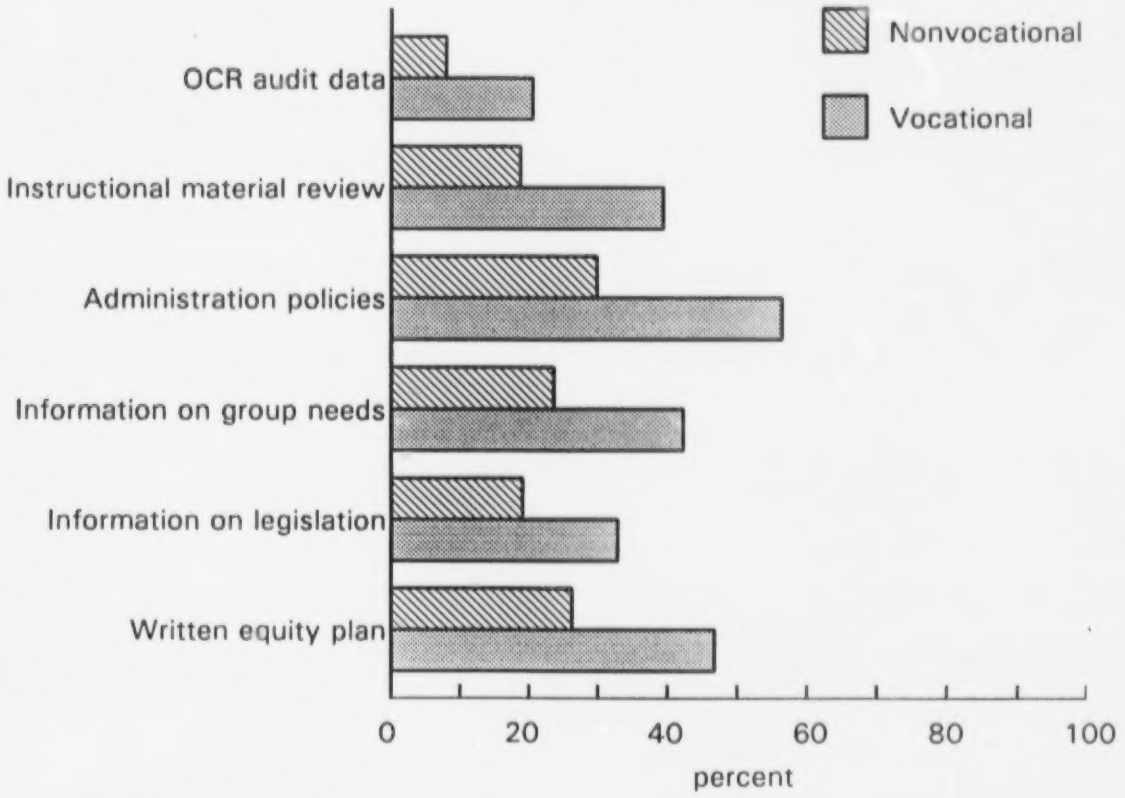
Chart E12
Page E12.10
Staff Questionnaire

With respect to equity, the following exist:

Table E12.10

	Vocational N	Vocational %	Nonvocational N	Nonvocational %
Omit	668	23.4	1181	47.9
A written district plan.	1336	46.8	647	26.2
Information and/or in-servicing on civil rights and equal opportunity legislation . . .	939	32.9	469	19.0
Information on the needs of males, females, minorities and special needs groups.	1210	42.4	582	23.6
Administration policies and procedures requiring nondiscrimination and equal access to all vocational education programs. .	1614	56.5	737	29.9
Review of stereotyping and bias in instructional materials.	1129	39.5	462	18.7
Compliance data from Office of Civil Rights audit	587	20.6	197	8.0

Staff Response
Existance of equity components



During the last two years, I have:

Table E12.11

	Vocational N	Vocational %	Nonvocational N	Nonvocational %
Omit	672	23.5	1104	44.8
Attended an in-service on how to better serve disadvantaged and handicapped learners . .	1433	50.2	703	28.5
Participated in the development and use of the individualized education plan (IEP) for all special needs students	1209	42.3	388	15.7
Adapted my classrooms and laboratories for the handicapped.	852	29.8	341	13.8
Modified methods, materials or content to meet individual handicapped learner needs . .	1660	58.1	1026	41.6

Staff Response

Accommodation of special needs students

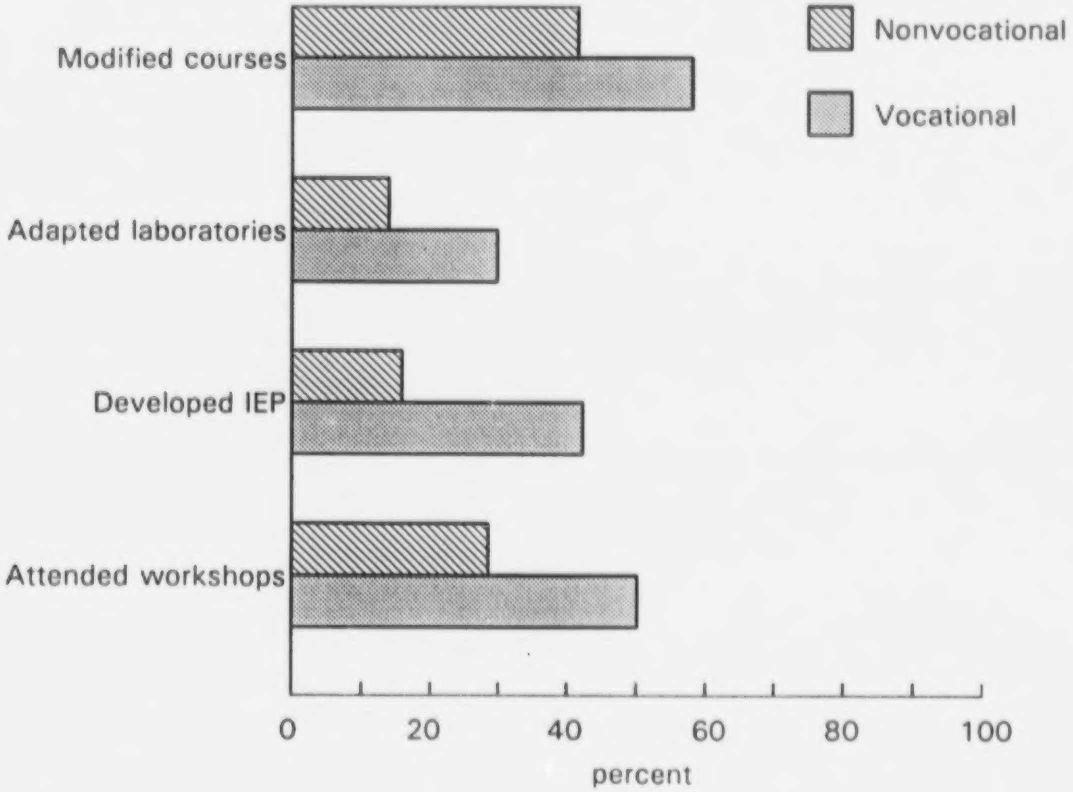


Chart E12
Page E12.12
Staff Questionnaire

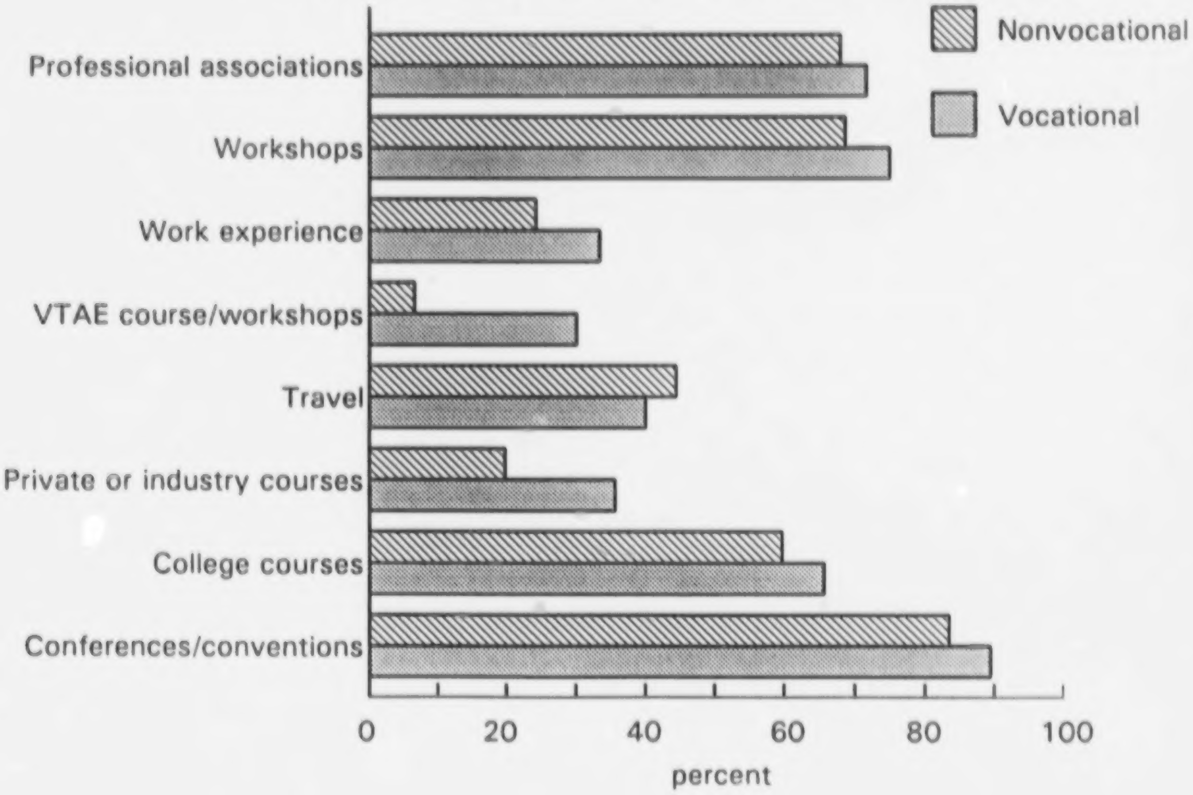
In which of the following activities have you participated during the past two years to improve your professional competencies and expand your knowledge of your discipline or field?

Table E12.12

	Vocational		Nonvocational	
	N	%	N	%
Omit	112	3.9	153	6.2
Conferences and conventions.	2556	89.5	2058	83.5
Educational college courses.	1879	65.8	1474	59.8
Private or industry sponsored educational programs	1017	35.6	488	19.8
Travel	1143	40.0	1096	44.5
VTAE course/workshops.	862	30.2	163	6.6
Work experiences	955	33.4	597	24.2
Workshops (in school or at other locations). .	2146	75.1	1696	68.8
Memberships in professional associations . . .	2049	71.7	1679	68.1

Staff Response

Professional development activities during the past two years



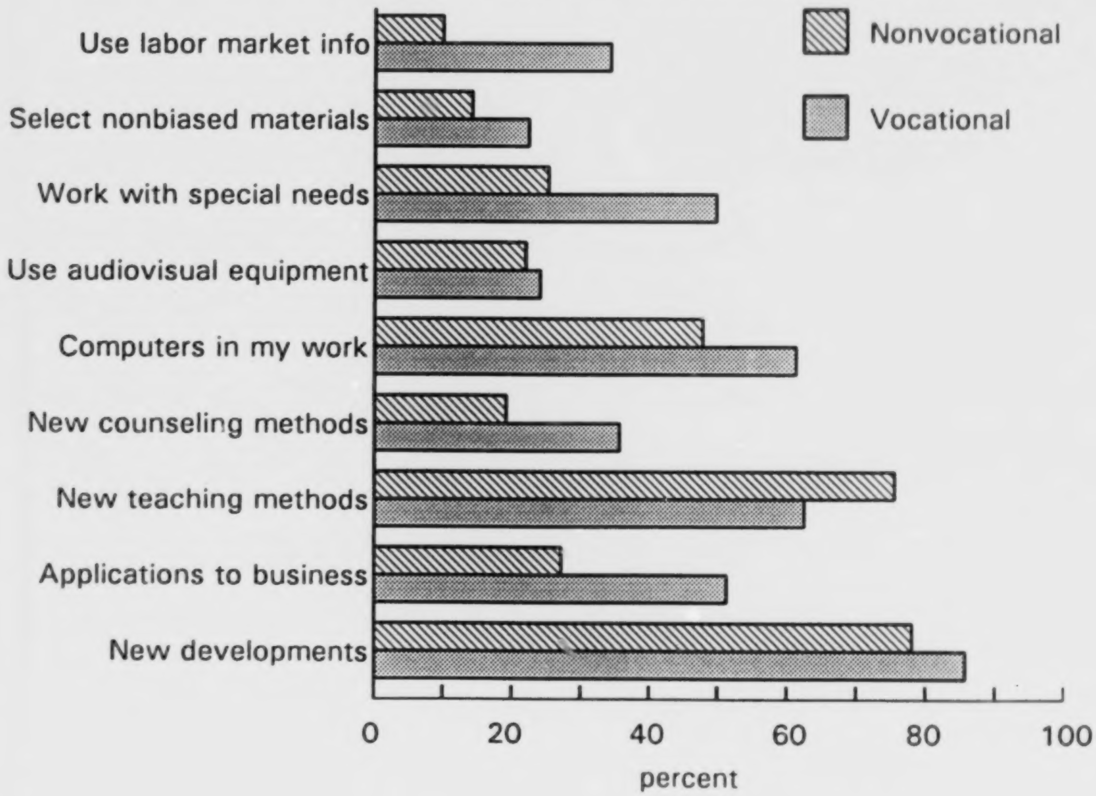
What did you learn as a result of these activities?

Table E12.13

	Vocational N	Vocational %	Nonvocational N	Nonvocational %
Omit	138	4.8	219	8.9
New developments in my discipline/field. . . .	2450	85.8	1925	78.1
Applications of my discipline to business and industry	1468	51.4	670	27.2
New teaching techniques.	1789	62.6	1864	75.6
New counseling techniques.	1017	35.6	473	19.2
Use of computers and software in my work . . .	1756	61.5	1180	47.9
Use of audiovisual equipment and materials . .	688	24.1	541	21.9
Techniques for working with special needs students (disadvantaged and handicapped) . . .	1424	49.9	623	25.3
Selecting/developing nonbiased materials . . .	639	22.4	349	14.2
Use of labor market information.	980	34.3	244	9.9

Staff Response

Learning from professional development activities



CHAPTER 6

SELECTED FINDINGS OF ADVISORY COMMITTEES

This chapter contains tables and graphs showing the responses made by advisory committee members. The F1 survey was a required form which was completed by 2,228 advisory committee members. The following advisory committees responded to this survey: agriculture education, business education, health occupations, family and consumer education, marketing education, technology education, special needs, comprehensive vocational, and, guidance and counseling. A complete set of data tables for the F surveys can be found in Appendix B.

Major findings of the advisory committee survey are:

- Overall, the advisory committee members are in agreement about their involvement in the following areas:
    - assisting in identifying needs of the community,
    - identifying specific occupational skills for curriculum,
    - identifying and effectively using community resources, and
    - preparing students for new and/or future-oriented occupations (Tables F1.1 and F1.2)
- Other areas where the advisory committee members are slightly in agreement include:
    - identifying appropriate and adequate in-school facilities,
    - assisting in identifying needs of the local labor market needs, and
    - identifying new skills and technologies. (Tables F1.1 and F1.2)

How do advisory committee members feel about their vocational program involvement?

Table F1.1

Rating Key
5 = Strongly Agree
4 = Agree
3 = Undecided
2 = Disagree
1 = Strongly Disagree

Standard Deviation Key
0 to .60 = Very High Level of Agreement
.61 to 1.20 = High Level of Agreement
1.21 to 1.80 = Moderate Level of Agreement
1.81 & Above = Low Level of Agreement

Statement	N	Mean	Std
Our committee assisted in identifying needs of the community	2109	3.821	0.837
Our committee assisted in identifying local/area labor market needs.	2087	3.693	0.886
Our committee is or has been involved in identifying specific occupational skills that need to be considered for the curriculum.	2113	3.900	0.810
Our committee has helped in identifying new skills and technologies	2063	3.731	0.849

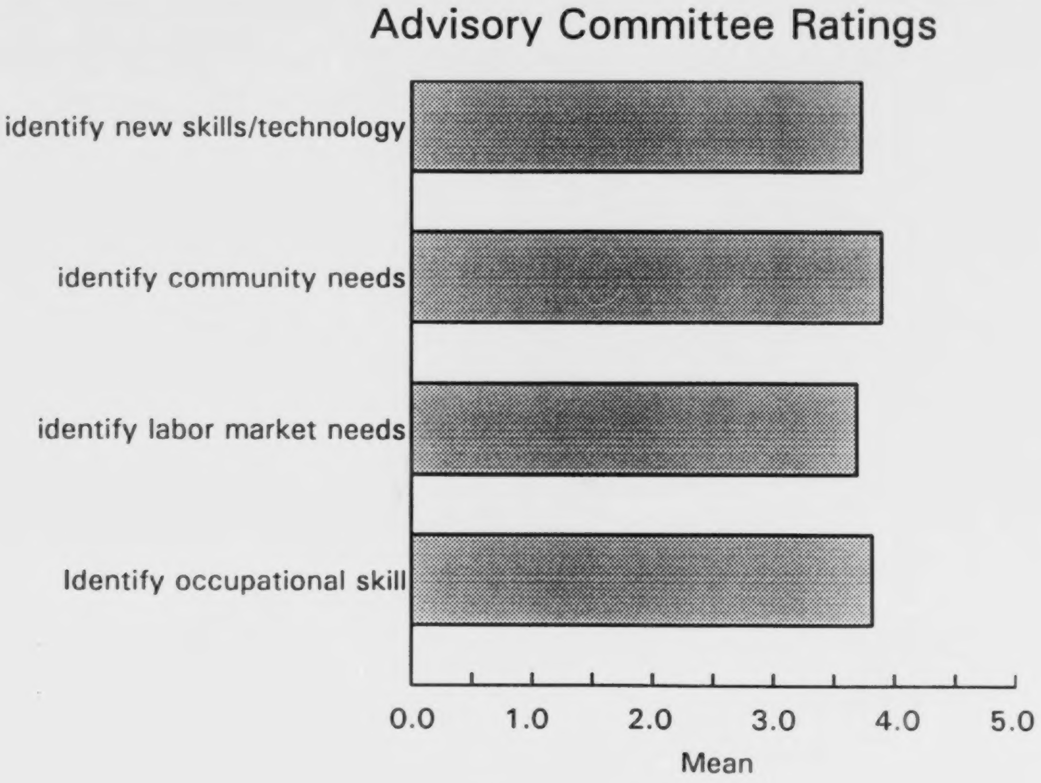


Chart F1
Page F1.2
Advisory Committee Questionnaire

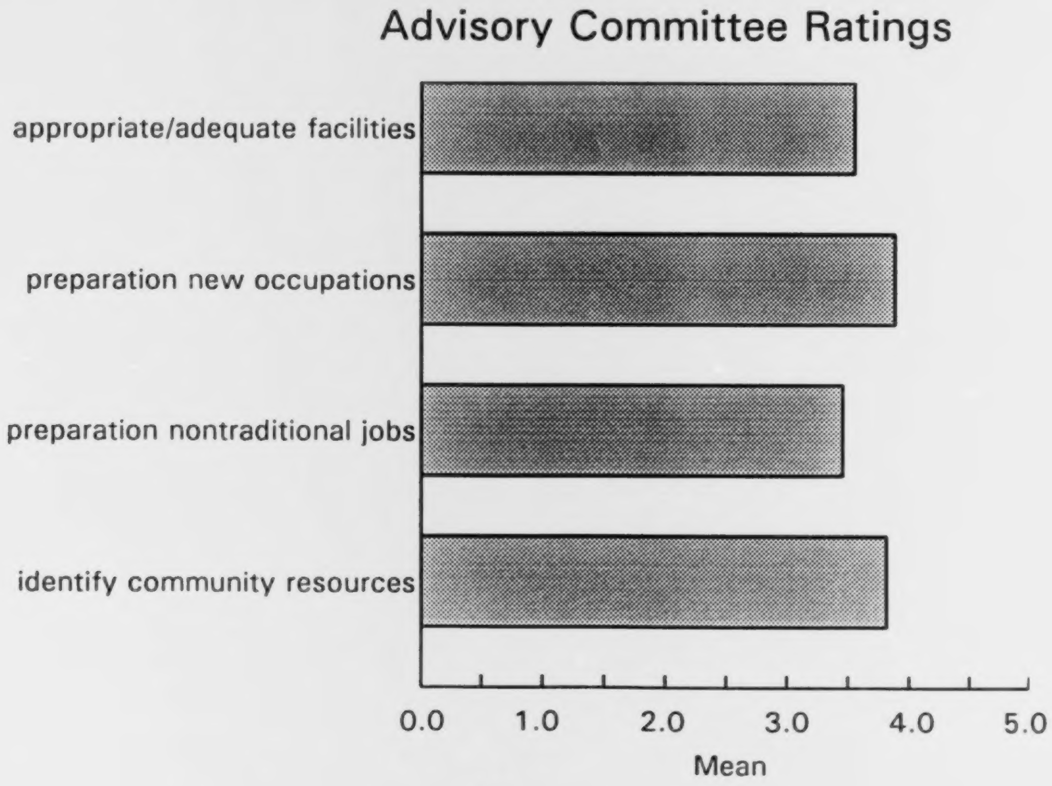
How do advisory committee members feel about their vocational program involvement?

Table F1.2

Rating Key
5 = Strongly Agree
4 = Agree
3 = Undecided
2 = Disagree
1 = Strongly Disagree

Standard Deviation Key
0 to .60 = Very High Level of Agreement
.61 to 1.20 = High Level of Agreement
1.21 to 1.80 = Moderate Level of Agreement
1.81 & Above = Low Level of Agreement

Statement	N	Mean	Std
Community resources identified and used effectively	2071	3.818	0.823
The program I advise is preparing students for entry into nontraditional occupations	2043	3.462	0.947
The program I advise is preparing students for entry into new and/or future-oriented occupations	2071	3.889	0.791
In-school facilities are appropriate and adequate.	2086	3.563	0.981



CHAPTER 7

SELECTED FINDINGS OF PARENTS

This chapter provides information gathered from the parents of current students as well as parents whose sons or daughters have already graduated from secondary school. Parents were asked to give opinions on the assistance given their children in making career choices, the accessibility for enrollment in vocational education courses, and the effectiveness of the vocational education programs in the school. A total of 3,916 parents were surveyed. The G1 survey was an optional form and complete data tables are available in Appendix B.

Major findings from parents are:

Assistance Provided

- Sixty-nine percent of the parents view the help given to their children in making a career choice to be satisfactory or very satisfactory. (Table G1.1)
- Over 72 percent of the parents feel that the education and preparation their children received in relation to their career choice is satisfactory or very satisfactory. (Table G1.2)

Importance of Vocational Education

- Over 91 percent of parents feel that vocational courses, including career exploration and the development of saleable skills, should be part of the high school curriculum. (Table G1.3)

Accessibility

- When asked if their children are able to enter vocational education courses related to their career choice, 67 percent of IPC parents respond positively. Eleven percent indicated negatively. (Table G1.4)

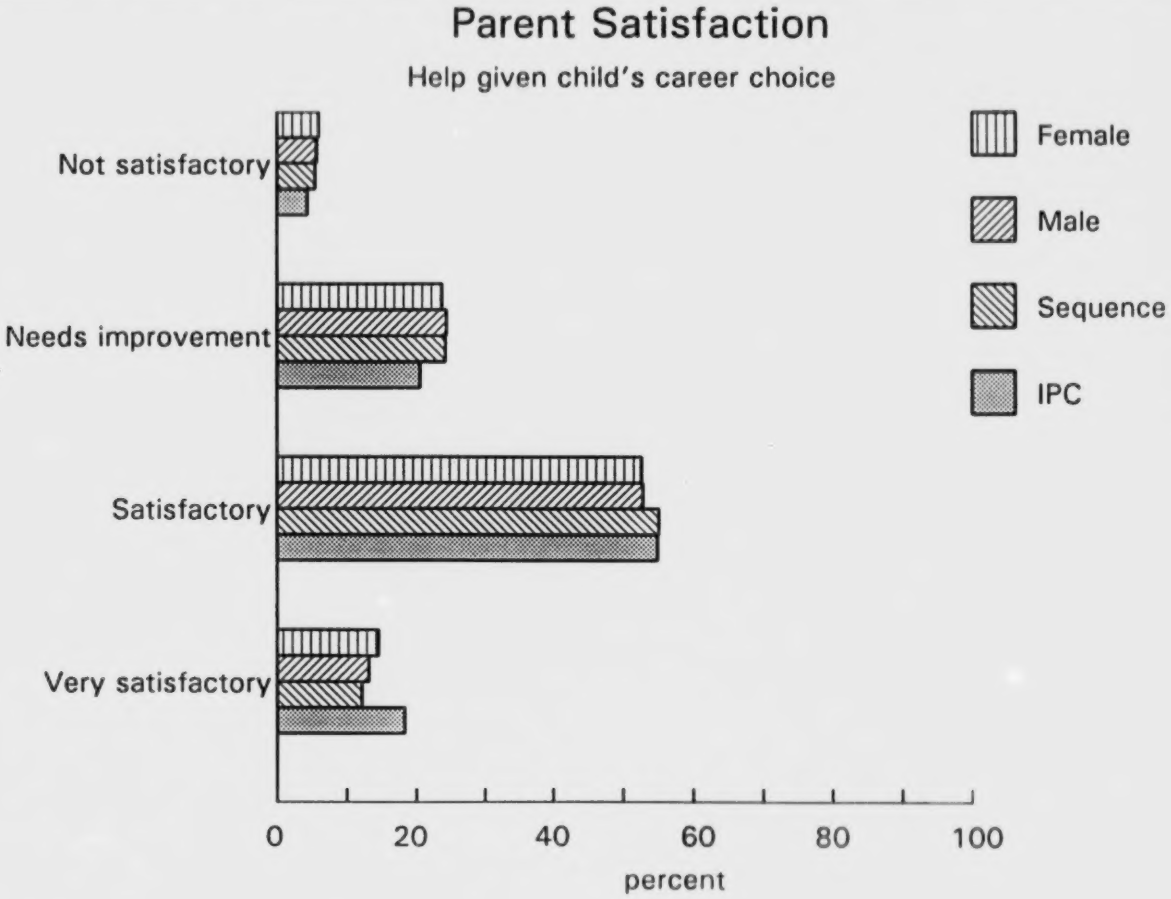
Career Help

- Sixty-one percent of IPC parents and 44 percent of Sequence parents feel that instruction on career seeking skills such as job applications, interviewing, etc., are adequate for their children. (Table G1.5)
- More than 56 percent of IPC parents and 46 percent of Sequence parents feel their children are being prepared for new and/or future oriented occupations. (Table G1.6)
- When asked to respond to whether their children are being prepared for nontraditional occupations, fewer than 35 percent are able to respond in the positive. More than 52 percent said they are not sure. (Table G1.7)

What are parents' views about help given to child in career choice?

Table G1.1

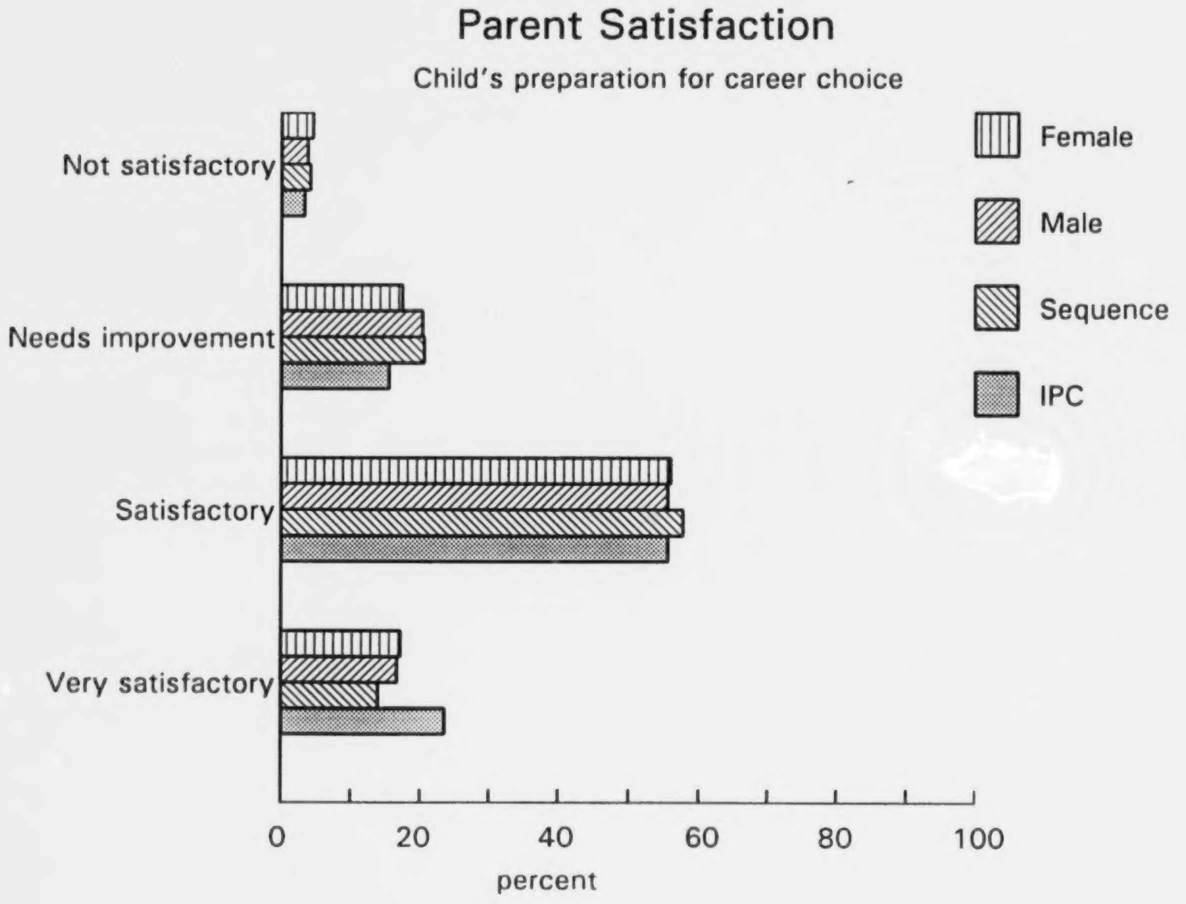
"I feel the help given my child in making a career choice was"	IPC		Sequence		Male		Female	
	N	%	N	%	N	%	N	%
Omit	16	1.8	56	3.0	75	3.9	61	3.1
Very satisfactory. .	166	18.3	228	12.2	251	13.1	286	14.6
Satisfactory	497	54.9	1032	55.1	1010	52.9	1033	52.6
Needs improvement. .	186	20.6	455	24.3	466	24.4	466	23.7
Not satisfactory . .	40	4.4	103	5.5	109	5.7	117	6.0



What are parents' views about child's preparation for career choice?

Table G1.2

"I feel the education and preparation my child received for this career choice was"	IPC		Sequence		Male		Female	
	N	%	N	%	N	%	N	%
Omit	19	2.1	68	3.6	70	3.7	97	4.9
Very satisfactory. .	213	23.5	261	13.9	319	16.7	337	17.2
Satisfactory	503	55.6	1082	57.7	1062	55.6	1099	56.0
Needs improvement. .	140	15.5	385	20.5	389	20.4	342	17.4
Not satisfactory . .	30	3.3	78	4.2	71	3.7	88	4.5



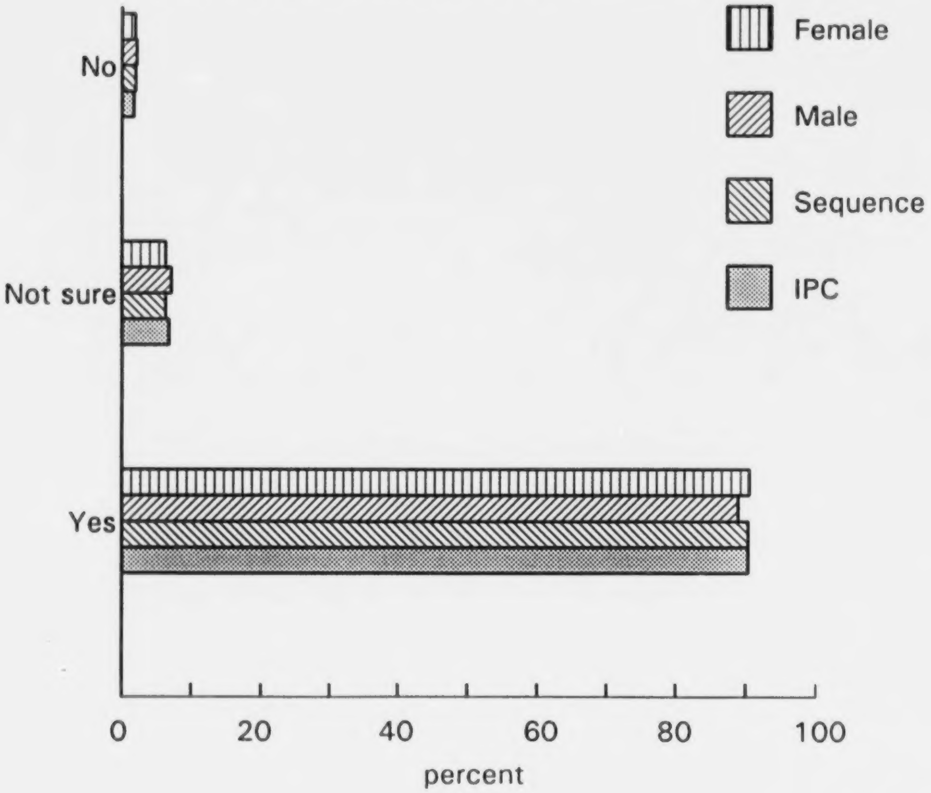
How do parents feel about vocational courses in the high school curricula?

Table G1.3

"I feel vocational courses including career exploration and the development of saleable skills should be part of curricula"	IPC		Sequence		Male		Female	
	N	%	N	%	N	%	N	%
Omit	9	1.0	23	1.2	31	1.6	24	1.2
Yes.	818	90.4	1695	90.4	1701	89.0	1778	90.6
Not sure	62	6.9	118	6.3	137	7.2	124	6.3
No	16	1.8	38	2.0	42	2.2	37	1.9

Parent Attitude

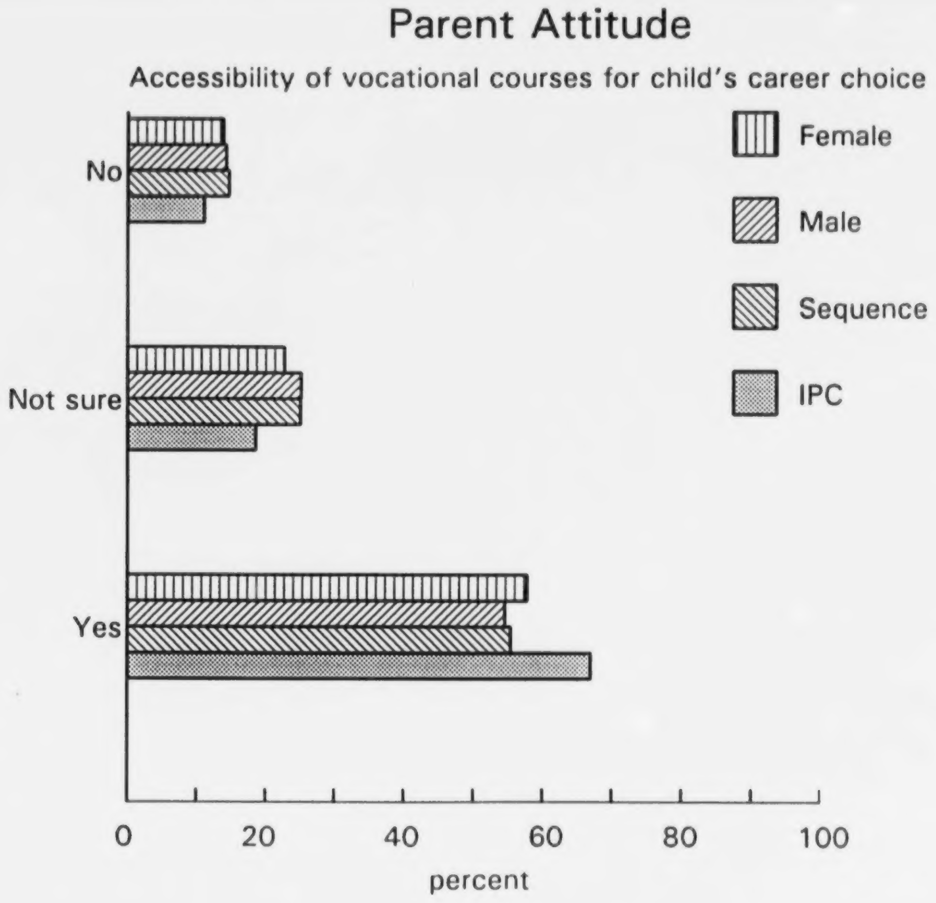
Should vocational courses be part of high school curricula?



How do parents feel about accessibility to vocational courses?

Table G1.4

"My child was able to enter vocational education courses related to his/her career choice"	IPC		Sequence		Male		Female	
	N	%	N	%	N	%	N	%
Omit	31	3.4	91	4.9	115	6.0	110	5.6
Yes.	606	67.0	1038	55.4	1043	54.6	1135	57.8
Not sure	168	18.6	470	25.1	481	25.2	447	22.8
No	100	11.0	275	14.7	272	14.2	271	13.8



Do you feel instruction on career seeking skills such as job applications, interviewing, etc., are adequate for your child?

Table G1.5

Parent Response	**IPC** N	**IPC** %	**Sequence** N	**Sequence** %
Omit	9	1.0	33	1.8
Yes	553	61.1	831	44.3
Not sure.	209	23.1	654	34.9
No.	134	14.8	356	19.0

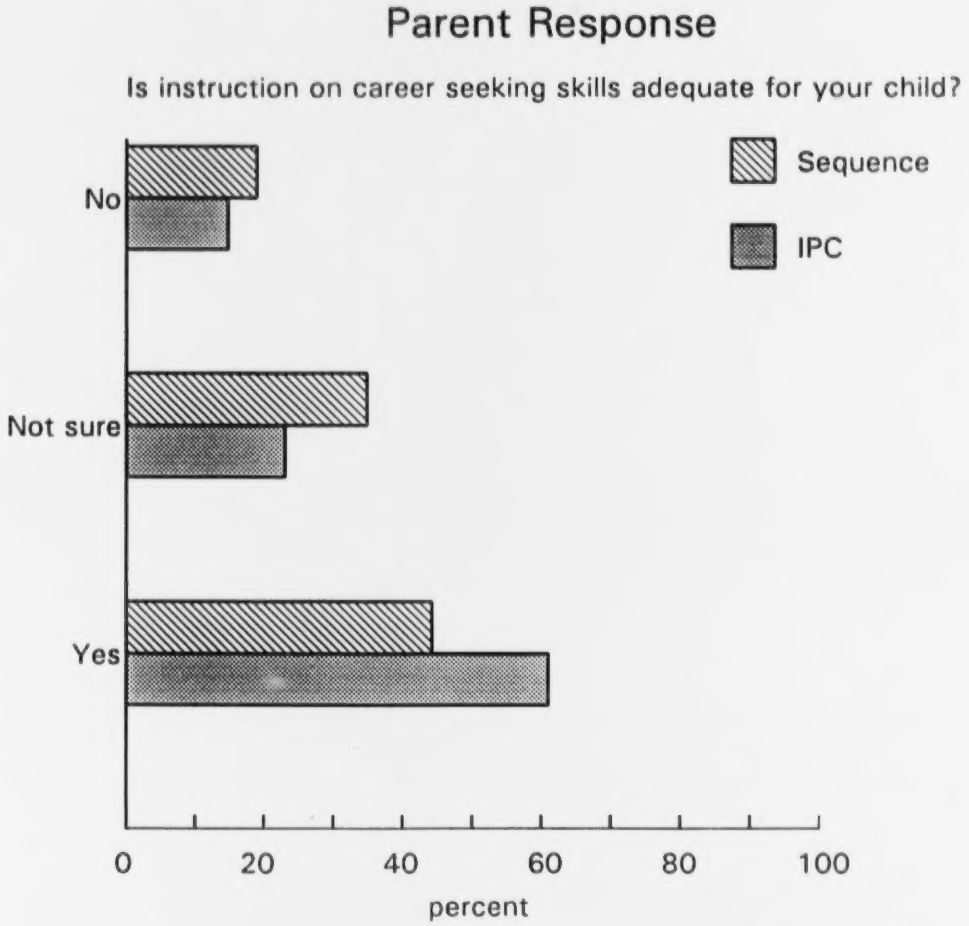
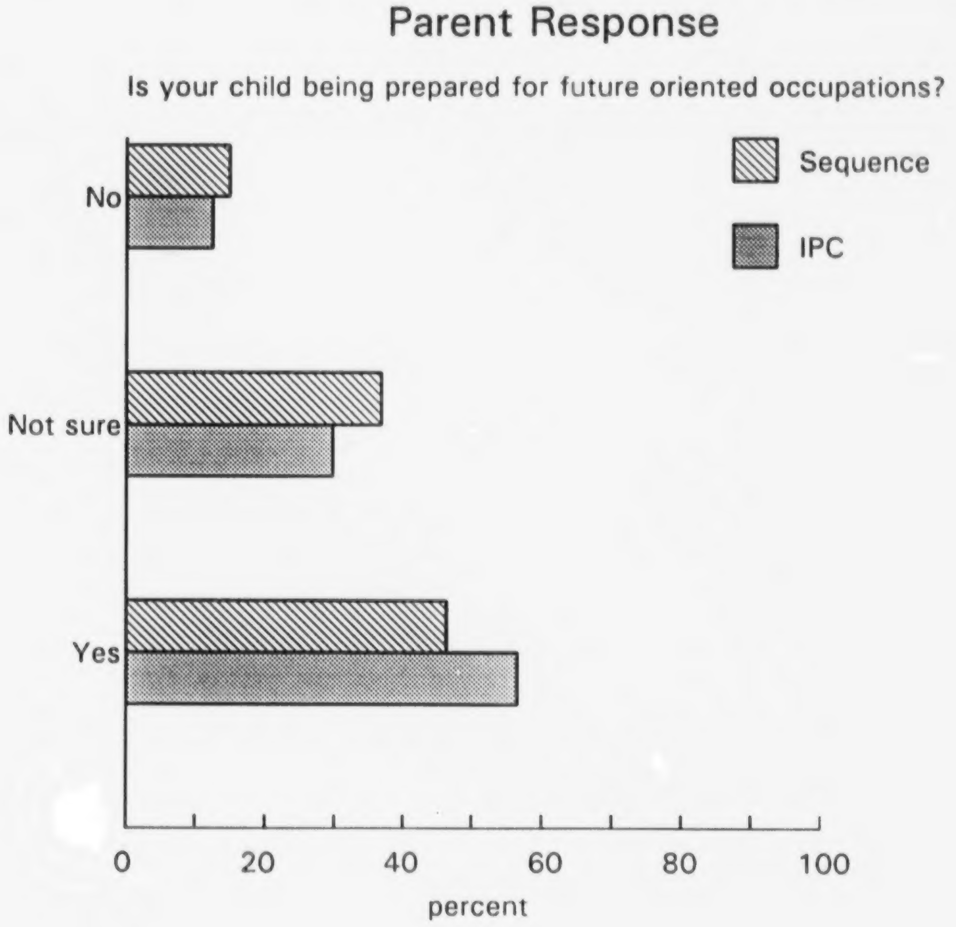


Chart G1
Page G1.6
Parent Questionnaire

Do you feel your child is being prepared for new and/or future oriented occupations?

Table G1.6

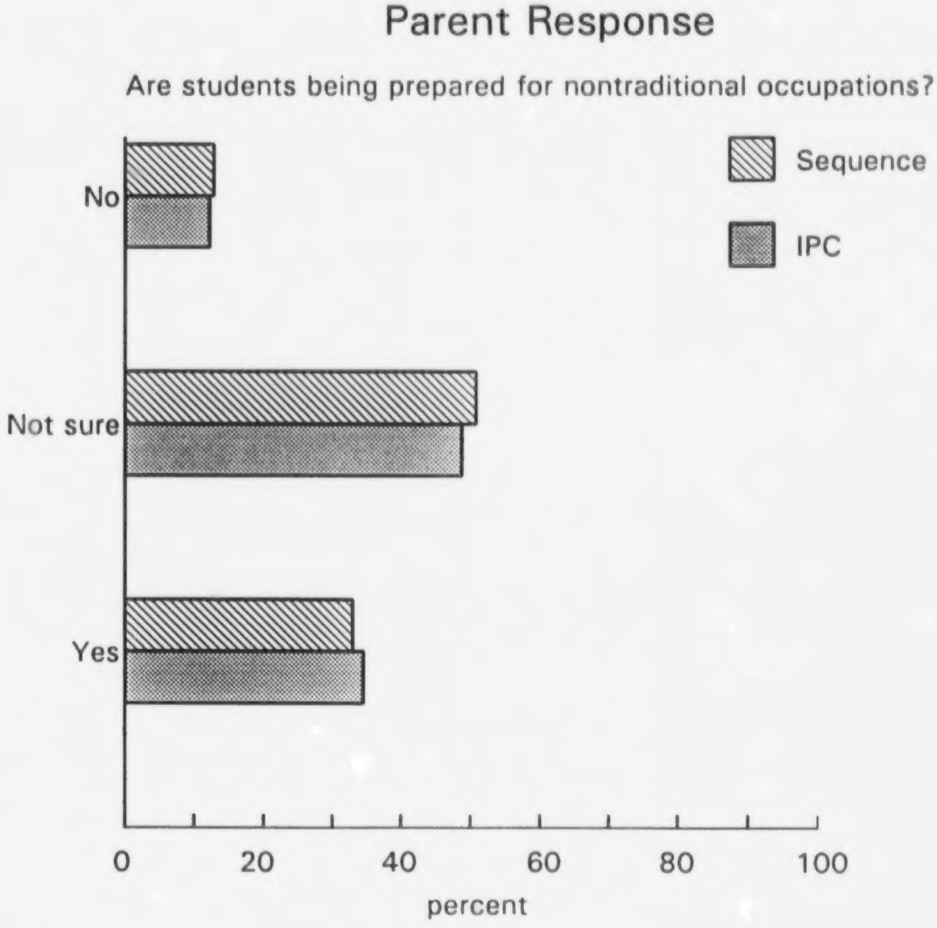
Parent Response	**IPC**		**Sequence**	
	N	%	N	%
Omit	11	1.2	35	1.9
Yes	512	56.6	869	46.4
Not sure	269	29.7	690	36.8
No	113	12.5	280	14.9



Are students being prepared for nontraditional occupations? (males for traditional female occupations and vice versa)

Table G1.7

Parent Response	**IPC**		**Sequence**	
	N	%	N	%
Omit	39	4.3	62	3.3
Yes	313	34.6	618	33.0
Not sure.	442	48.8	953	50.9
No.	111	12.3	241	12.9



CHAPTER 8

SELECTED FINDINGS OF SECONDARY/POSTSECONDARY INSTITUTIONS

This chapter provides information on articulation gathered from secondary school educators, VTAE and university personnel. This optional survey takes a look at the vertical and horizontal articulation efforts within a district. A total of 649 personnel completed this surveyed . A complete data tables are available in Appendix B.

Major articulation findings are:

- Limited articulation with other staff occurs in: co-op programs, shared facilities, shared staff, placement services, employer follow-up, and administration of JTPA funds. (Tables H1.1, H1.2 and H1.3)

- More articulation occurs in the following areas: curriculum development, identification of community resources, advanced placement, graduate follow-up, business and industry partnerships, philosophy of vocational education, professional development experiences, certification of staff, exemplary projects, mutual legislative concerns, alternative education delivery strategies, and, needs assessment. (Tables H1.1 H1.2 and H1.3)

Do vocational staff articulate in program areas?

Table H1.1

Rating Scale
5 = Strongly Agree
4 = Agree
3 = Undecided
2 = Disagree
1 = Strongly Disagree

Standard Deviation Key
0 to .60 = Very High Level of Agreement
.61 to 1.20 = High Level of Agreement
1.21 to 1.80 = Moderate Level of Agreement
1.81 & Above = Low Level of Agreement

As a vocational staff member, do you feel you articulate with staff in other vocational institutions in the following areas?	**N**	**Mean**	**StD**
Curriculum development.	575	3.617	1.123
Identification of community resources	567	3.272	1.042
Advanced placement.	568	3.521	1.144
Co-op programs.	551	2.878	1.176
Shared facilities	561	2.859	1.185
Shared staff.	556	2.642	1.102

Vocational Staff Articulation in Program Components

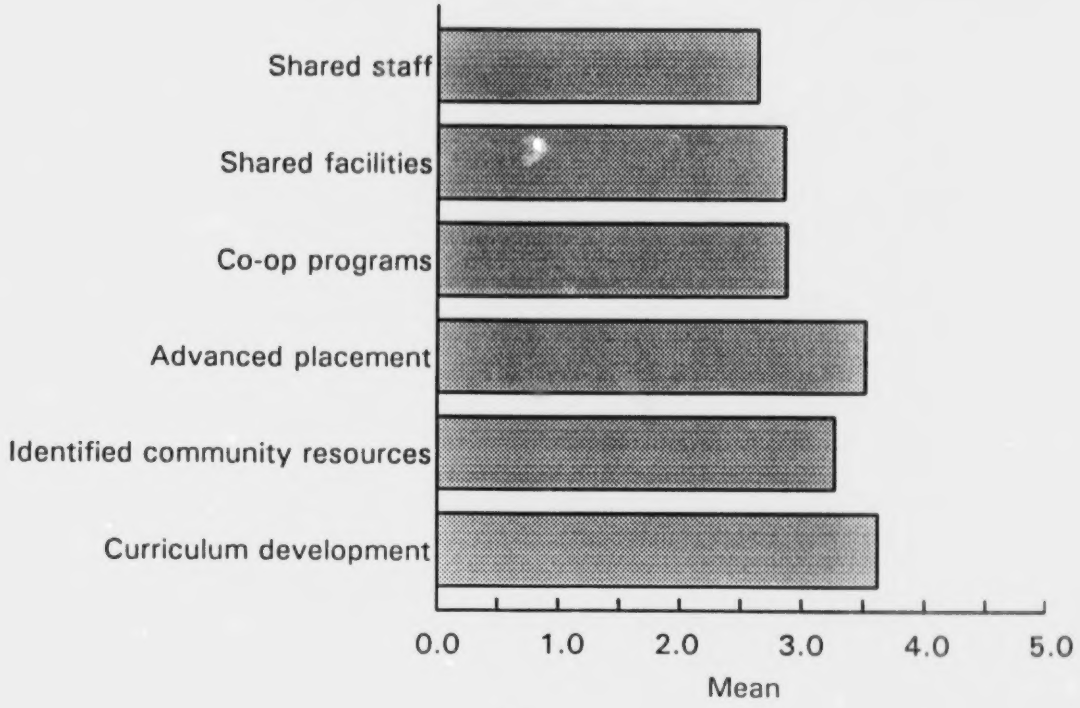


Chart H1
Page H1.2
Articulation Questionnaire

Do vocational staff articulate in program areas?

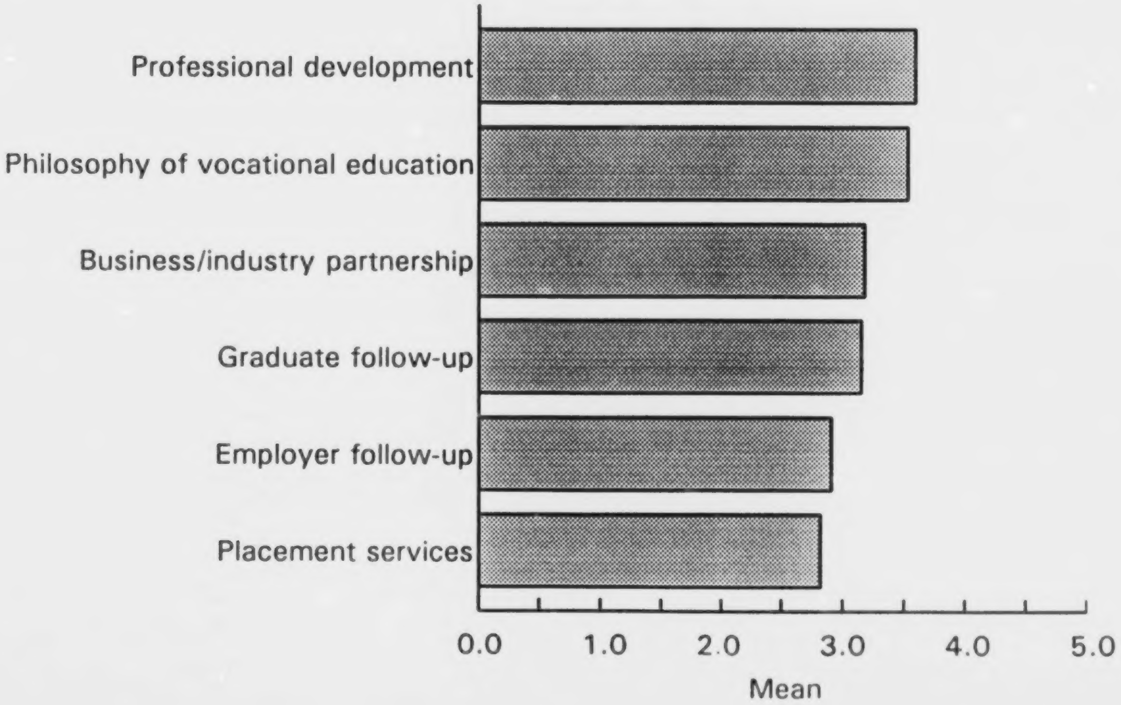
Table H1.2

Rating Scale
5 = Strongly Agree
4 = Agree
3 = Undecided
2 = Disagree
1 = Strongly Disagree

Standard Deviation Key
0 to .60 = Very High Level of Agreement
.61 to 1.20 = High Level of Agreement
1.21 to 1.80 = Moderate Level of Agreement
1.81 & Above = Low Level of Agreement

As a vocational staff member, do you feel you articulate with staff in other vocational institutions in the following areas?	**N**	**Mean**	**StD**
Placement services.	554	2.825	1.122
Employer follow-up.	553	2.915	1.177
Graduate follow-up.	559	3.156	1.180
Business and industry partnerships.	555	3.186	1.174
Philosophy of vocational education.	565	3.540	1.129
Professional development experiences.	562	3.600	1.085

Vocational Staff Articulation in Program Components



Do vocational staff articulate in program areas?

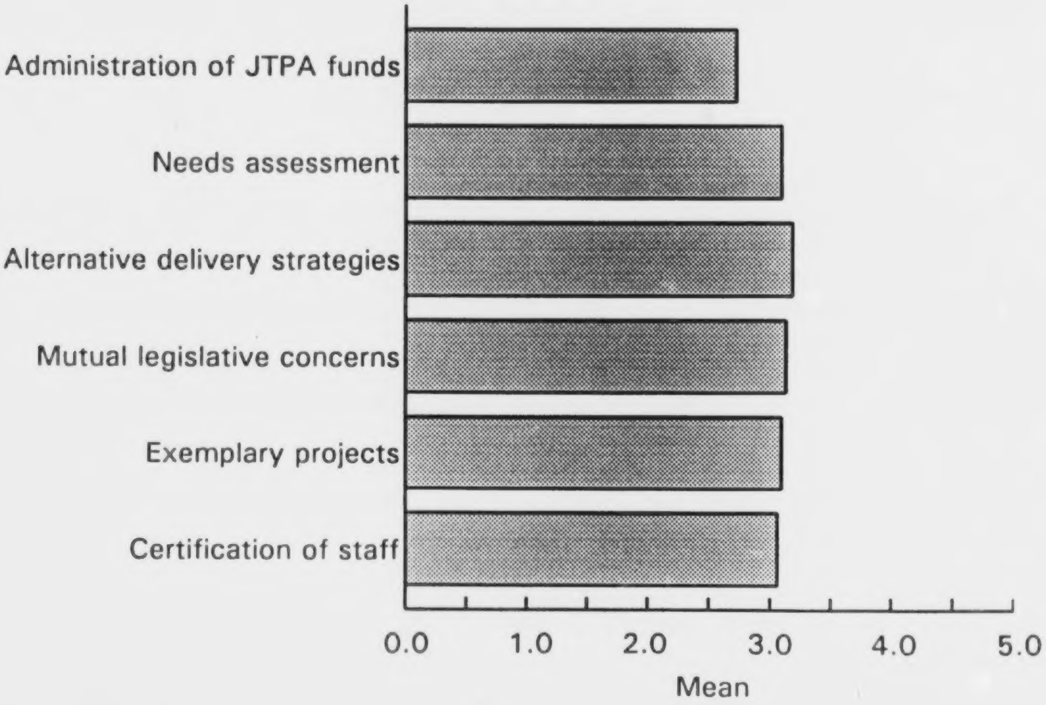
Table H1.3

Rating Scale
5 = Strongly Agree
4 = Agree
3 = Undecided
2 = Disagree
1 = Strongly Disagree

Standard Deviation Key
0 to .60 = Very High Level of Agreement
.61 to 1.20 = High Level of Agreement
1.21 to 1.80 = Moderate Level of Agreement
1.81 & Above = Low Level of Agreement

As a vocational staff member, do you feel you articulate with staff in other vocational institutions in the following areas?	**N**	**Mean**	**StD**
Certification of staff.	557	3.063	1.241
Exemplary projects.	555	3.097	1.150
Mutual legislative concerns	561	3.135	1.169
Alternative education delivery strategies . . .	564	3.191	1.149
Needs assessment.	557	3.099	1.099
Administration of JTPA funds.	515	2.728	1.198

Vocational Staff Articulation in Program Components



CHAPTER 9

SELECTED FINDINGS OF BOARDS OF EDUCATION

This chapter contains tables and graphs about the awareness of and views toward vocational education by school board members. A total of 706 school board members completed this survey. The J1 was an optional survey and complete data tables are available in Appendix B.

Major findings from board of education members are:

- School board members are in agreement that it is appropriate to offer vocational education in high school. (Table J1.1)
- School board members agree that it is important to provide students with vocational courses and that the community should provide a wide variety of vocational education programs to fit the abilities of most students not going to college. (Table J1.2)
- Many board members are not sure if their vocational programs are up-to-date. (Table J1.3)
- Board of education members perceive their vocational education programs to have value when compared to general or college preparation programs. More than 53 percent indicate vocational education has great value while an additional 43 percent perceive vocational education to have moderate value. (Table J1.4)
- Twenty-one percent of board members are very aware of the general needs of the students served by the vocational education programs in their districts. An additional 70 percent are aware of the general needs. (Table J1.5)

What is your opinion about the following statements?

Table J1.1

Rating Key
5 = Strongly Agree
4 = Agree
3 = Undecided
2 = Disagree
1 = Strongly Disagree

Standard Deviation Key
0 to .60 = Very High Level of Agreement
.61 to 1.20 = High Level of Agreement
1.21 to 1.80 = Moderate Level of Agreement
1.81 & Above = Low Level of Agreement

Board of Education Member Opinion	**Number**	**Mean**	**Stan Dev**
One function of a high school is to develop vocational skills in all its students	700	3.613	1.054
Most students who take vocational education in high schools have other scholastic skills.	705	3.999	0.720
In my community many people favor an increase in vocational education in the high school.	694	3.313	0.850
It is appropriate to offer vocation education in high school. .	704	4.331	0.749
There should be more money set aside in the school budget for vocational programs	703	3.313	0.924
Most vocational education programs offered today in high school are up-to-date	697	3.158	0.952

Board of Education Response

What is your opinion about the following statements?

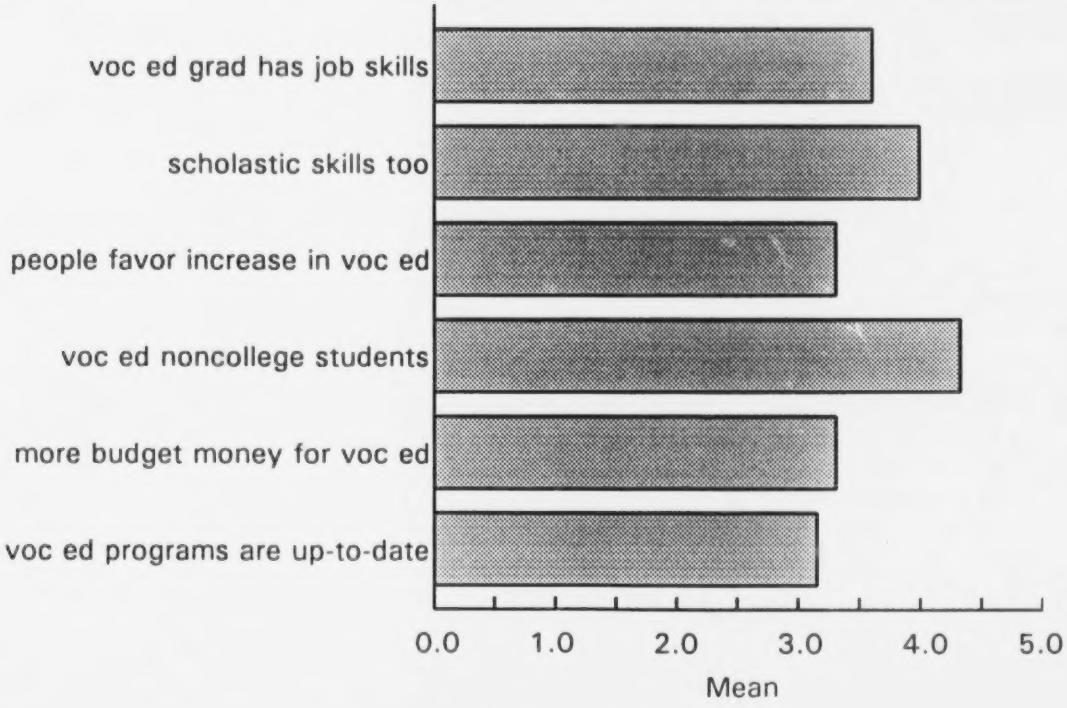


Chart J1
Page J1.2
Board of Education Opinionnaire

What is your opinion about the following statements?

Table J1.2

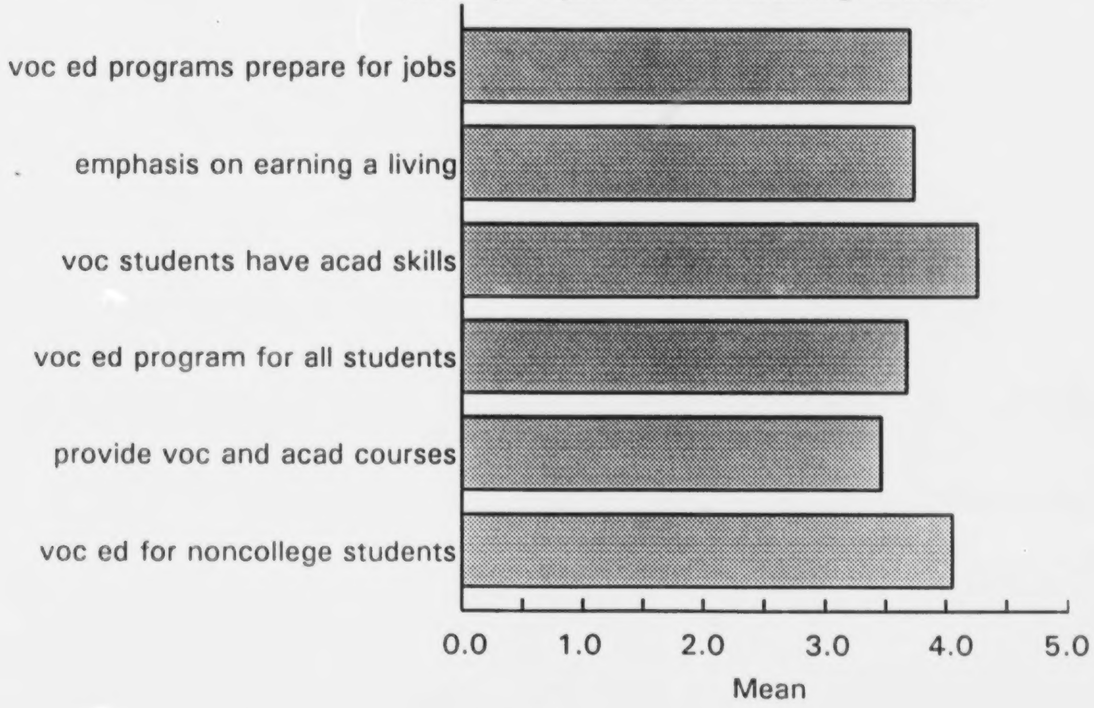
Rating Key
5 = Strongly Agree
4 = Agree
3 = Undecided
2 = Disagree
1 = Strongly Disagree

Standard Deviation Key
0 to .60 = Very High Level of Agreement
.61 to 1.20 = High Level of Agreement
1.21 to 1.80 = Moderate Level of Agreement
1.81 & Above = Low Level of Agreement

Board of Education Member Opinion	Number	Mean	Stan Dev
Vocational education programs prepare high school students for a range of job opportunities potentially available to them. . .	704	3.710	0.903
For many students in high school there should be a greater emphasis on earning a living through vocational education programs.	703	3.744	0.937
It is important to provide students with vocational courses as well as other educational opportunities.	701	4.267	0.677
Vocational education should be encouraged more among high school students	704	3.680	0.876
The vocational education program in high school should be intended for all youth.	700	3.464	1.088
My community, along or in conjunction with other communities, should provide a wide variety of vocational education programs to fit the abilities of most students not going to college. . .	702	4.057	0.846

Board of Education Response

What is your opinion about the following statements?



What is your opinion about the following statements?

Table J1.3

Rating Key
5 = Strongly Agree
4 = Agree
3 = Undecided
2 = Disagree
1 = Strongly Disagree

Standard Deviation Key
0 to .60 = Very High Level of Agreement
.61 to 1.20 = High Level of Agreement
1.21 to 1.80 = Moderate Level of Agreement
1.81 & Above = Low Level of Agreement

Board of Education Member Opinion	Number	Mean	Stan Dev
Vocational education in high school makes enough students useful members of society to justify its costs.	699	3.837	0.863
Good vocational education programs in public schools attract new industry or hold an industry in the area.	698	3.395	0.927
Taking vocational education courses helps students pursue further education after high school	700	3.771	0.784
A graduate of a high school vocational education program has many job skills to use in post-high school employment	702	3.506	0.856
Students should begin vocational education during high school .	701	3.709	0.973
A high school graduate of a vocational education program impresses me greatly.	604	3.382	0.823

Board of Education Response

What is your opinion about the following statements?

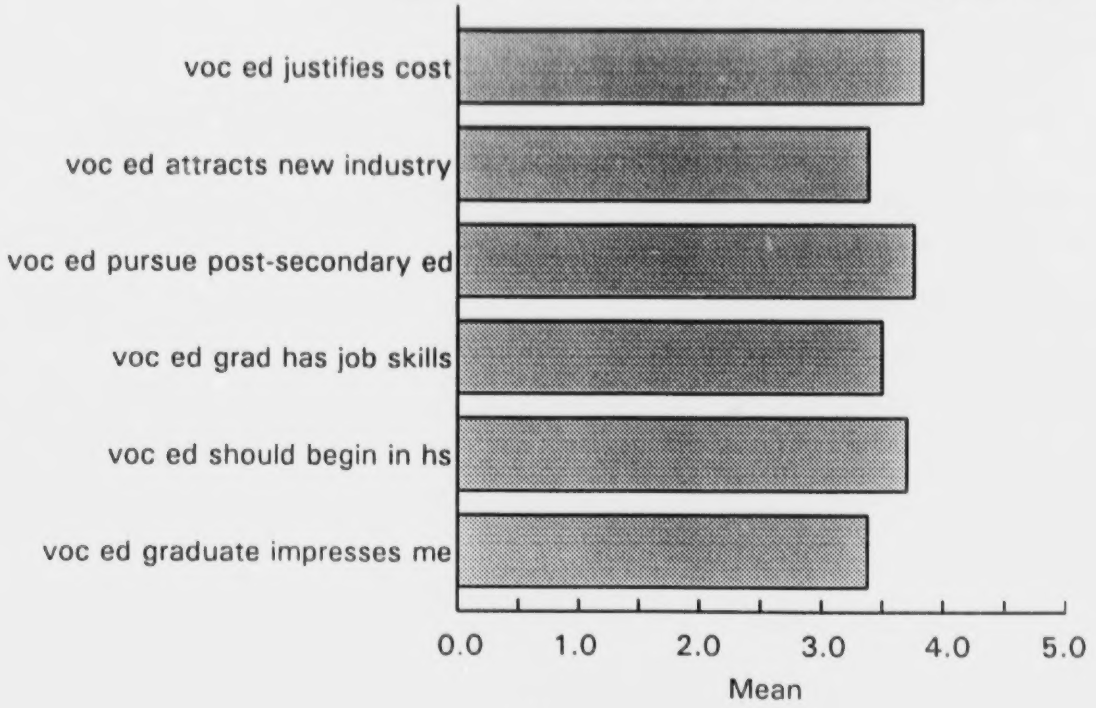


Chart J1
Page J1.4
Board of Education Opinionnaire

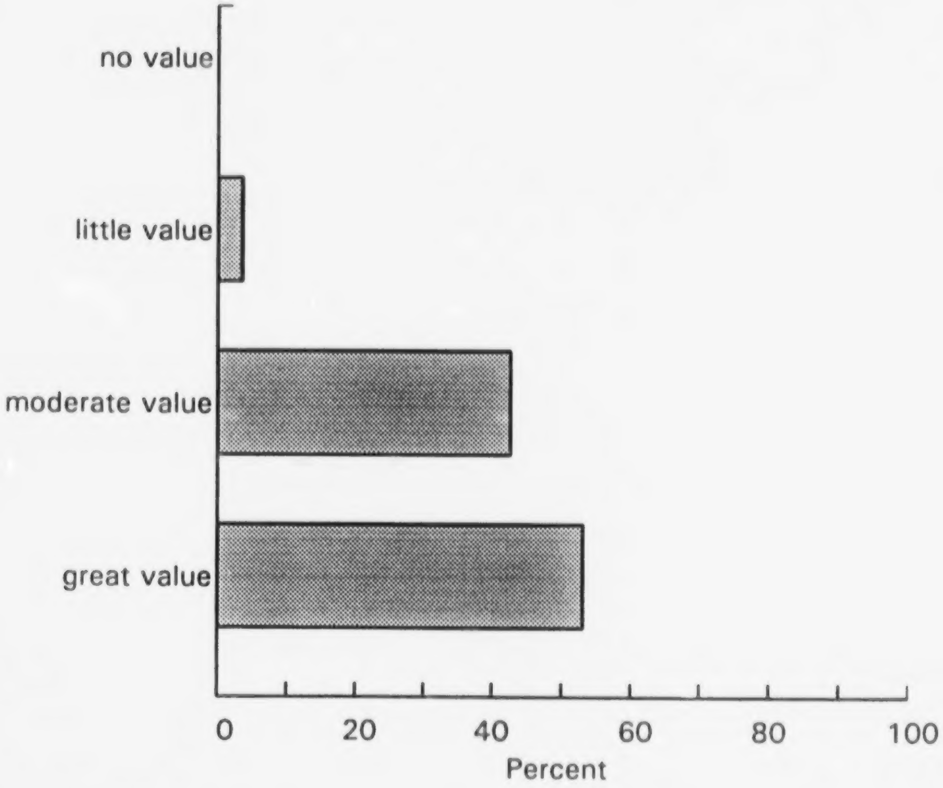
In looking at the total school operation in your district, how do you perceive the value of vocational education programs as compared to general or college preparation programs?

Table J1.4

Board of Education Response N= 701	**Percent**
omit	0.7
great value	53.1
moderate value	42.6
little value	3.5
no value	0.0

Board of Education Response

How do you perceive the value of vocational education programs?



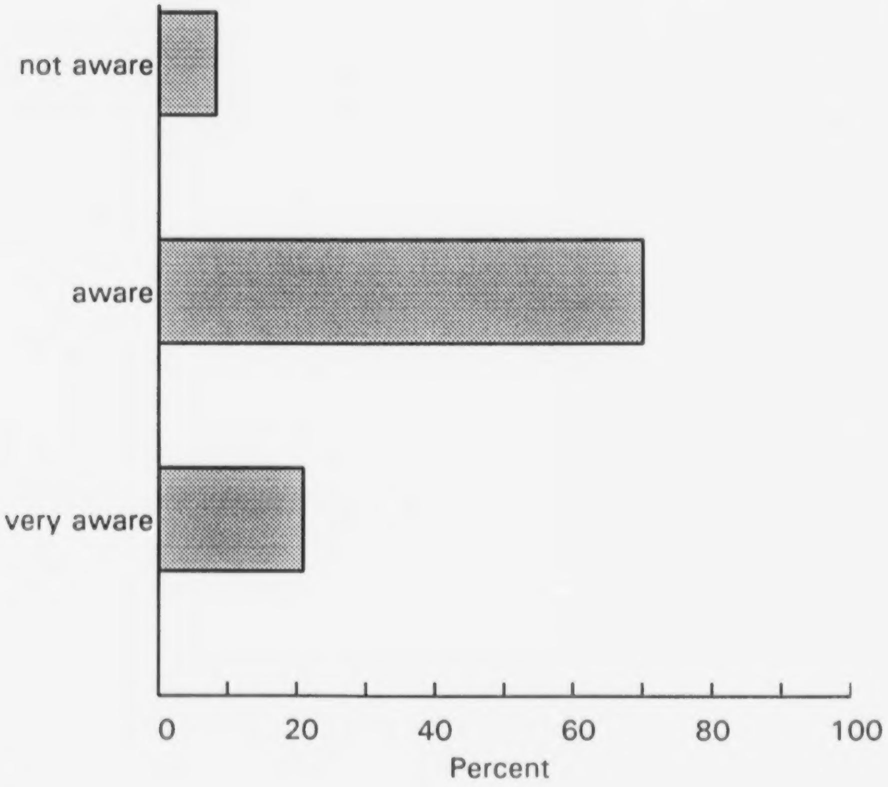
To what extent are you aware of the general needs of the students served by the vocational education program in your district?

Table J1.5

Board of Education Response N= 703	**Percent**
omit	0.4
very aware	21.0
aware	70.3
not aware	8.4

Board of Education Response

Are you aware of general needs of students in vocational education program?



CHAPTER 10

PROGRAM AREA PROFILES

In order to provide vocational educators with information specific to their vocational program areas, this chapter provides tables that address each of the six vocational program areas as well as the special needs populations. The material provided within the tables has been taken from the one- and five-year graduates (B1 and B2) and from employers of one- and five-year graduates (C1 and C2). Program area profiles include: Agriculture Education, Business Education, Family and Consumer Education, Health Occupations, Marketing Education, Technology Education and Special Needs Graduates. The Special Needs Profile includes graduates who are categorized as being handicapped, limited English proficient or disadvantaged. Data has been calculated as percent and percents have been rounded to the nearest whole number. Percents have also been recalculated to exclude respondents who omitted various questions. Selected data for each of the program areas and special needs is profiled below.

AGRICULTURE EDUCATION

- Most graduates are males: 79.8 percent of one-year graduates and 85.2 percent of five-year graduates.
- More than 95 percent of one- and five-year graduates are employed part- or full-time.
- One-year male graduates earn 9 percent more per hour than one-year female graduates, and, five-year male graduates earn 25 percent more per hour than five-year female graduates.
- Approximately two-thirds of all graduates work in occupations related to the field of agriculture.
- More than 90 percent of all graduates are either satisfied or very satisfied with the agriculture courses they completed while in high school. Over three-fourths of all employers rate the graduates working for them as having good to very good occupational competence.

- While 64 percent of the employers of one-year male graduates and 62 percent of the employers of female graduates state that they would promote their employee if the opportunity should arise, 78 percent of the employers of five-year male graduates and 83 percent of the employers of five-year female graduates state that they would promote their employee if the opportunity should arise.

- Almost one-half of one-year graduates are part- or full-time students at a postsecondary institution. Only 14 percent of five-year graduates are still in school.

- Approximately one-third of agriculture education graduates surveyed have not take any further education .

- Employers indicate that they assist agriculture education programs by providing work experience work sites for vocational students: 73 percent of one-year male graduates and 89 percent of one-year female graduates.

- When asked if vocational courses, including career exploration and the development of saleable job skills should be part of the high school program, 81.7 percent of one-year graduates, 79.7 percent of five-year graduates, and 81.2 percent of employers of one-year graduates agree.

BUSINESS EDUCATION

- Most graduates are females: 74.8 percent of one-year graduates and 80 percent of five-year graduates.

- Ninety-five percent of one-year graduates and 98 percent of five-year graduates are employed part- or full-time.

- One-year male graduates earn 7 percent more per hour than one-year female graduates, and, five-year male graduates earn 17 percent more than five-year female graduates.

- Only 39 percent of one-year male graduates and 52 percent of one-year female graduates work in occupations related to the field of business. For five-year graduates, this increases to 57 percent for males and 70 percent for females.

- More than 95 percent of all one-year graduates are either satisfied or very satisfied with the business education courses they completed while in high school. More than four-fifths of all employers rate the graduates working for them as having good to very good occupational competence.

- When asked if they would promote their employees should the opportunity arise, a majority agree: 74 percent of one-year male graduates, 69 percent of one-year female graduates, 77 percent of five-year male graduates, and 82 percent of five-year female graduates.

- A majority of one-year graduates are part- or full-time students at the postsecondary level: 79 percent of males and 68 percent of females. Fewer five-year graduates are currently attending a postsecondary institution: 46 percent of females and 21 percent of females.

- More than one-half of all business education graduates who enroll in a postsecondary institution enrolled in programs related to business education.

- Employers indicate that they assist the business education program by providing work experience work sites for vocational students: 83 percent of one-year male graduates and 84 percent of one-year female graduates.

- When asked if vocational courses, including career exploration and the development of saleable job skills, should be part of the high school program, 82.2 percent of one-year graduates, 90.4 percent of five-year graduates, and 88.6 percent of employers of one-year graduates agree.

FAMILY AND CONSUMER EDUCATION

- Most graduates are female: 88.9 percent of one-year graduates and 93.6 percent of five-year graduates.

- Ninety percent of one-year graduates and 95 percent of five-year graduates are employed part- or full-time.

- One-year male graduates earn 11 percent more per hour than one-year female graduates, and, five-year male graduates earn 10 percent more than five-year female graduates.

- Only 38 percent of one-year male graduates and 45 percent of one-year female graduates work in occupations related to the field of family and consumer education. For five-year graduates, this increases to 42 percent for males and 57 percent for females.

- More than 90 percent of all one- and five-year graduates are either satisfied or very satisfied with the family and consumer education courses they competed while in high school. More than two-thirds of all employers rate the graduates working for them as having good to very good occupational competence.

- When asked if they would promote their employees should the opportunity arise, a majority agree: 62 percent of one-year male graduates, 60 percent of one-year female graduates, 83 percent of five-year male graduates, and 80 percent of five-year female graduates.

- Approximately one-half of the one-year graduates are part- or full-time students at the postsecondary level: 45 percent of males and 56 percent of females. Fewer five-year graduates are currently attending a postsecondary institution: 22 percent of males and 16 percent of females.

- Fewer than one-half of all family and consumer education graduates who enroll in a postsecondary institution are enrolled in programs related to family and consumer education.

- Employers indicate that they assist the family and consumer education program by providing work experience work sites for vocational students: 64 percent of one-year male graduates and 82 percent of one-year female graduates.

- When asked if vocational courses, including career exploration and the development of saleable job skills, should be part of the high school program, 81.8 percent of one-year graduates, 87.1 percent of five-year graduates, and 86.1 percent of employers of one-year graduates agree.

HEALTH OCCUPATIONS

- Almost all graduates are female: 95 percent of one-year graduates and 93 percent of five-year graduates.

- Ninety-two percent of one-year graduates and 85 percent of five-year graduates are employed part- or full-time. Seventeen percent of five-year female graduates are unemployed but looking for a job.

- One-year female graduates earn 6 percent more per hour than one-year male graduates.

- While 60 percent of all female graduates are employed in jobs related to health occupations, there are no male graduates employed in related occupations.

- One-hundred percent of all one-year graduates are either satisfied or very satisfied with the health occupations courses they competed while in high school.

- When employers are asked if they would promote their employees should the opportunity arise, a majority agree: 78 percent of one-year female graduates, 50 percent of five-year male graduates, and 80 percent of five-year female graduates.

- Approximately one-third of one-year graduates are part- or full-time students at the postsecondary level. Fewer five-year graduates are currently attending a postsecondary institution: 13 percent of females and no males.

- Approximately 60 percent of all health occupations graduates who enroll in a postsecondary institution are enrolled in programs related to health occupations.

- Employers indicate that they assist in health occupations program by providing work experience work sites for vocational students: 100 percent of one-year female graduates.

- When asked if vocational courses, including career exploration and the development of saleable job skills, should be part of the high school program, 76.4 percent of one-year graduates, 85.2 percent of five-year graduates, and 78 percent of employers of one-year graduates agree.

MARKETING EDUCATION

- Most graduates are female: 62 percent of one-year graduates and 74 percent of five-year graduates.

- Ninety-seven percent of one-year graduates and 93 percent of five-year graduates are employed part- or full-time.

- One-year male graduates earn 9 percent more per hour than one-year female graduates, and, five-year male graduates earn 25 percent more than five-year female graduates.

- Fifty-nine percent of one-year male graduates and 69 percent of one-year female graduates work in occupations related to the field of marketing. For five-year graduates, this decreases to 38 percent for males while female percentages remains at 69 percent.

- More than 95 percent of all one- and five-year graduates are either satisfied or very satisfied with the marketing education courses they completed while in high school. More than four-fifths of all employers rate the graduates working for them as having good to very good occupational competence.

- When asked if they would promote their employees should the opportunity arise, a majority agree: 71 percent of the employers of one-year male graduates, 64 percent of one-year female graduates, 100 percent of five-year male graduates, and 86 percent of five-year female graduates.

- Approximately 71 percent of one-year graduates are part- or full-time students at the postsecondary level. Fewer five-year graduates are currently attending a postsecondary institution: 31 percent of males and 28 percent of females.

- Approximately one-half of all marketing education graduates who enroll in a postsecondary institution are enrolled in programs related to marketing education.

- Employers indicate that they assist the marketing education program by providing work experience work sites for vocational students: 90 percent of one-year male graduates and 89 percent of one-year female graduates.

- When asked if vocational courses, including career exploration and the development of saleable job skills, should be part of the high school program, 85.3 percent of one-year graduates, 94.1 percent of five-year graduates, and 91.1 percent of employers of one-year graduates agree.

TECHNOLOGY EDUCATION

- Most graduates are male: 95 percent of one-year graduates and 96 percent of five-year graduates.

- More than 95 percent of all one- and five-year graduates are employed part- or full-time.

- One-year male graduates earn 16 percent more per hour than one-year female graduates, and, five-year male graduates earn 26 percent more than five-year female graduates.

- While 53 percent of one-year male graduates work in occupations related to the field of technology, only 36 percent of one-year females have technology-related jobs. For five-year graduates, this increases to 61 percent for males and 70 percent for females.

- More than 92 percent of all one- and five-year graduates are either satisfied or very satisfied with the technology education courses they completed while in high school. More than three-fourths of all employers rate the graduates working for them as having good to very good occupational competence.

- When asked if they would promote their employees should the opportunity arise, a majority agree: 69 percent of one-year male graduates, 54 percent of one-year female graduates, and 81 percent of five-year male graduates. Only 33 percent of employers for five-year female graduates agree.

- Approximately one-half of one-year graduates are part- or full-time students at the postsecondary level: 46 percent of males and 58 percent of females. Fewer five-year graduates are currently attending a postsecondary institution: 17 percent of males and 25 percent of females.

- Approximately one-half of all technology education graduates who enroll in a postsecondary institution are enrolled in programs related to technology education.

- Employers indicate that they assist the technology education program by providing work experience work sites for vocational students: 72 percent of one-year male graduates and 86 percent of one-year female graduates.

- When asked if vocational courses, including career exploration and the development of saleable job skills, should be part of the high school program, 77.3 percent of one-year graduates, 85.2 percent of five-year graduates, and 87.7 percent of employers of one-year graduates agree.

SPECIAL NEEDS POPULATION

- Approximately ninety percent of one-year graduates and 91 percent of five-year graduates are employed part- or full-time.

- One-year male special needs graduates earn 23 percent more per hour than one-year female special needs graduates, and, five-year male special needs graduates earn 28 percent more than five-year female special needs graduates.

- Almost one-half of all one- and five-year special needs graduates work in vocational-related occupations.

- More than 90 percent of all one- and five-year graduates are either satisfied or very satisfied with the vocational education courses they completed while in high school. More than two-thirds of all employers rate the graduates working for them as having good to very good occupational competence.

- When asked if they would promote their employees should the opportunity arise, a majority agree: 56 percent of one-year male graduates, 56 percent of one-year female graduates, 70 percent of five-year male graduates, and 56 percent of five-year female graduates.

- Approximately one-third of one-year graduates are part- or full-time students at the postsecondary level: 31 percent of males and 40 percent of females. Fewer five-year graduates are currently attending a postsecondary institution: 11 percent of males and 13 percent of females.

- More than one-half of all special needs graduates who enroll in a postsecondary institution are enrolled in programs related to vocational education.

- Employers indicate that they assist the special needs program by providing work experience work sties for vocational special needs students: 72 percent of one-year male graduates and 83 percent of one-year female graduates.

- When asked if vocational courses, including career exploration and the development of saleable job skills, should be part of the high school program, 79.3 percent of one-year graduates, 81.2 percent of five-year graduates, and 86.3 percent of employers of one-year graduates agree.

Table 1

AGRICULTURE EDUCATION GRADUATES

	One-Year		Five-Year	
	Male	**Female**	**Male**	**Female**
NUMBER OF GRADUATES	493	125	248	43
GRADUATE DATA	%	%	%	%
EMPLOYMENT STATUS				
employed part- or full-time	96	95	98	95
unemployed, looking for paid employment	4	5	2	5
average hourly wage	$5.34	$4.21	$7.60	$6.54
JOB RELATEDNESS				
employed in related occupation	67	50	69	68
employed in unrelated occupation	33	50	31	32
SATISFACTION WITH VOCATIONAL COURSES				
satisfied and very satisfied	96	96	91	90
unsatisfied and very unsatisfied	4	4	9	10
should be offered in high school	85	91	81	91
EDUCATIONAL STATUS				
student part- or full-time	46	62	14	14
VTAE program	23	22	29	25
UW-Center program	3	4	2	1
university	22	38	24	23
apprenticeship program	1	0	5	0
on-the-job training	3	1	16	18
private school program	1	1	2	10
not in school/no further training	34	30	36	28
started a university program and transfered to one of the above	---	---	2	10
EDUCATIONAL RELATEDNESS				
student in related VTAE program	33	19	31	21
student in related university program	27	39	24	29
student in other related program	8	1	12	18
student in unrelated program	32	41	33	32

Table 2

EMPLOYERS OF AGRICULTURE EDUCATION GRADUATES

	One-Year		Five-Year	
	Male	**Female**	**Male**	**Female**
NUMBER OF EMPLOYEE'S	109	24	66	12
EMPLOYEE DATA	**%**	**%**	**%**	**%**
HOW EMPLOYERS RATE THEIR EMPLOYEE'S OCCUPATIONAL COMPETENCE				
very good/good	77	83	92	92
acceptable	21	17	8	8
poor/very poor	2	0	0	0
WOULD EMPLOYERS PROMOTE EMPLOYEES?				
yes	64	62	78	83
not sure	31	33	22	17
no	5	5	0	0
HOW MUCH PREFERENCE IS GIVEN WHEN HIRING VOCATIONALLY TRAINED GRADUATES?				
a good deal of preference	42	39	46	36
some preference	43	35	43	45
no preference	14	26	11	18
WAYS IN WHICH EMPLOYERS PROVIDE ASSISTANCE TO VOCATIONAL PROGRAMS				
suggesting new vocational courses	16	22	12	43
recommending equipment/materials to be used	26	11	12	43
providing equipment/materials/donations	37	11	41	29
providing facilities	26	22	27	43
providing vocational students with work experience	73	89	54	71
serving on advisory committees	47	33	44	14
providng teachers with work experience	5	11	10	14
releasing employees to teach vocational courses	6	11	10	0
partnerships	8	0	10	14

Table 3

BUSINESS EDUCATION GRADUATES

	One-Year		Five-Year	
	Male	**Female**	**Male**	**Female**
NUMBER OF GRADUATES	968	2875	221	886
GRADUATE DATA	%	%	%	%
EMPLOYMENT STATUS				
employed part- or full-time	95	95	98	98
unemployed, looking for paid employment	5	5	2	2
average hourly wage	$4.88	$4.56	$7.98	$6.84
JOB RELATEDNESS				
employed in related occupation	39	52	57	70
employed in unrelated occupation	61	48	43	30
SATISFACTION WITH VOCATIONAL COURSES				
satisfied and very satisfied	95	96	88	94
unsatisfied and very unsatisfied	5	4	12	6
should be offered in high school	85	88	86	94
EDUCATIONAL STATUS				
student part- or full-time	79	68	46	21
VTAE program	9	22	18	36
UW-Center program	10	6	6	4
university	65	45	74	39
apprenticeship program	1	0	5	2
on-the-job training	1	1	12	11
private school program	1	3	3	3
not in school/no further training	11	21	4	20
started a university program and transfered to one of the above	---	---	6	4
EDUCATIONAL RELATEDNESS				
student in related VTAE program	6	22	9	31
student in related university program	49	31	45	24
student in other related program	3	4	4	9
student in unrelated program	42	43	42	36

Table 4

EMPLOYERS OF BUSINESS EDUCATION GRADUATES

	One-Year		Five-Year	
	Male	**Female**	**Male**	**Female**
NUMBER OF EMPLOYEE'S	130	732	54	240
EMPLOYEE DATA	%	%	%	%
HOW EMPLOYERS RATE THEIR EMPLOYEE'S OCCUPATIONAL COMPETENCE				
very good/good	85	82	94	91
acceptable	14	16	4	9
poor/very poor	1	2	2	0
WOULD EMPLOYERS PROMOTE EMPLOYEES?				
yes	74	69	77	82
not sure	23	24	19	17
no	3	7	4	1
HOW MUCH PREFERENCE IS GIVEN WHEN HIRING VOCATIONALLY TRAINED GRADUATES?				
a good deal of preference	37	38	30	46
some preference	48	45	46	38
no preference	15	17	24	15
WAYS IN WHICH EMPLOYERS PROVIDE ASSISTANCE TO VOCATIONAL PROGRAMS				
suggesting new vocational courses	16	13	16	19
recommending equipment/materials to be used	16	15	23	18
providing equipment/materials/donations	21	23	29	25
providing facilities	21	22	19	19
providing vocational students with work experience	83	84	61	69
serving on advisory committees	22	24	29	28
providng teachers with work experience	4	10	26	13
releasing employees to teach vocational courses	3	9	13	10
partnerships	4	6	13	6

Table 5

FAMILY AND CONSUMER EDUCATION GRADUATES

	One-Year		Five-Year	
	Male	**Female**	**Male**	**Female**
NUMBER OF GRADUATES	157	1255	27	398
GRADUATE DATA	%	%	%	%
EMPLOYMENT STATUS				
employed part- or full-time	90	92	96	95
unemployed, looking for paid employment	10	8	4	5
average hourly wage	$4.94	$4.46	$7.18	$6.55
JOB RELATEDNESS				
employed in related occupation	38	45	42	57
employed in unrelated occupation	62	55	58	43
SATISFACTION WITH VOCATIONAL COURSES				
satisfied and very satisfied	92	94	90	92
unsatisfied and very unsatisfied	8	6	10	8
should be offered in high school	85	88	88	90
EDUCATIONAL STATUS				
student part- or full-time	45	56	22	16
VTAE program	23	24	26	40
UW-Center program	6	5	4	5
university	26	28	35	27
apprenticeship program	1	0	9	3
on-the-job training	3	1	13	13
private school program	1	3	4	3
not in school/no further training	36	37	22	23
started a university program and transfered to one of the above	---	---	4	5
EDUCATIONAL RELATEDNESS				
student in related VTAE program	26	23	19	27
student in related university program	13	17	6	20
student in other related program	4	6	19	11
student in unrelated program	55	54	56	41

Table 6

EMPLOYERS OF FAMILY AND CONSUMER EDUCATION GRADUATES

	One-Year		Five-Year	
	Male	**Female**	**Male**	**Female**
NUMBER OF EMPLOYEE'S	29	303	6	104
EMPLOYEE DATA	%	%	%	%
HOW EMPLOYERS RATE THEIR EMPLOYEE'S OCCUPATIONAL COMPETENCE				
very good/good	69	74	67	80
acceptable	31	23	17	15
poor/very poor	0	3	17	5
WOULD EMPLOYERS PROMOTE EMPLOYEES?				
yes	62	60	83	80
not sure	28	27	0	16
no	10	13	17	4
HOW MUCH PREFERENCE IS GIVEN WHEN HIRING VOCATIONALLY TRAINED GRADUATES?				
a good deal of preference	31	32	33	42
some preference	45	47	67	41
no preference	24	21	0	17
WAYS IN WHICH EMPLOYERS PROVIDE ASSISTANCE TO VOCATIONAL PROGRAMS				
suggesting new vocational courses	29	13	0	18
recommending equipment/materials to be used	21	12	0	12
providing equipment/materials/donations	36	25	50	32
providing facilities	14	25	0	37
providing vocational students with work experience	64	82	100	65
serving on advisory committees	7	21	0	37
providng teachers with work experience	7	15	0	12
releasing employees to teach vocational courses	7	13	0	12
partnerships	7	4	0	12

Table 7

HEALTH OCCUPATIONS GRADUATES

	One-Year		**Five-Year**	
	Male	**Female**	**Male**	**Female**
NUMBER OF GRADUATES	3	52	2	25
GRADUATE DATA	%	%	%	%
EMPLOYMENT STATUS				
employed part- or full-time	67	94	100	83
unemployed, looking for paid employment	33	4	0	17
average hourly wage	$3.92	$4.17	---	$6.62
JOB RELATEDNESS				
employed in related occupation	0	63	0	60
employed in unrelated occupation	100	37	100	40
SATISFACTION WITH VOCATIONAL COURSES				
satisfied and very satisfied	100	100	100	84
unsatisfied and very unsatisfied	0	0	0	16
should be offered in high school	100	93	100	84
EDUCATIONAL STATUS				
student part- or full-time	33	37	0	16
VTAE program	0	18	0	32
UW-Center program	0	12	0	0
university	33	41	50	32
apprenticeship program	0	2	50	0
on-the-job training	0	0	50	18
private school program	0	8	0	5
not in school/no further training	67	18	0	23
started a university program and transfered to one of the above	---	---	0	9
EDUCATIONAL RELATEDNESS				
student in related VTAE program	0	20	0	13
student in related university program	0	40	0	31
student in other related program	0	17	0	13
student in unrelated program	100	23	100	44

Table 8

EMPLOYERS OF HEALTH OCCUPATIONS GRADUATES

	One-Year		Five-Year	
	Male	**Female**	**Male**	**Female**
NUMBER OF EMPLOYEE'S	0	9	2	7
EMPLOYEE DATA	%	%	%	%
HOW EMPLOYERS RATE THEIR EMPLOYEE'S OCCUPATIONAL COMPETENCE				
very good/good		78	50	0
acceptable		11	0	17
poor/very poor		11	50	83
WOULD EMPLOYERS PROMOTE EMPLOYEES?				
yes		78	50	80
not sure		11	50	20
no		11	0	
HOW MUCH PREFERENCE IS GIVEN WHEN HIRING VOCATIONALLY TRAINED GRADUATES?				
a good deal of preference		22	0	33
some preference		56	50	33
no preference		22	50	33
WAYS IN WHICH EMPLOYERS PROVIDE ASSISTANCE TO VOCATIONAL PROGRAMS				
suggesting new vocational courses		0	100	20
recommending equipment/materials to be used		0	100	0
providing equipment/materials/donations		20	0	0
providing facilities		40	0	40
providing vocational students with work experience		100	100	20
serving on advisory committees		0	0	40
providng teachers with work experience		0	0	0
releasing employees to teach vocational courses		0	100	60
partnerships		0	0	40

Table 9

MARKETING EDUCATION GRADUATES

	One-Year		Five-Year	
	Male	**Female**	**Male**	**Female**
NUMBER OF GRADUATES	259	425	35	100
GRADUATE DATA	%	%	%	%
EMPLOYMENT STATUS				
employed part- or full-time	97	97	93	93
unemployed, looking for paid employment	3	3	7	7
average hourly wage	$4.97	$4.57	$7.75	$6.22
JOB RELATEDNESS				
employed in related occupation	59	69	38	69
employed in unrelated occupation	41	31	62	31
SATISFACTION WITH VOCATIONAL COURSES				
satisfied and very satisfied	96	95	94	95
unsatisfied and very unsatisfied	4	5	6	5
should be offered in high school	88	94	91	96
EDUCATIONAL STATUS				
student part- or full-time	72	71	31	28
VTAE program	11	17	26	36
UW-Center program	10	9	6	5
university	57	50	48	39
apprenticeship program	1	0	0	3
on-the-job training	0	1	6	10
private school program	2	2	0	2
not in school/no further training	17	20	19	23
started a university program and transfered to one of the above	---	---	3	7
EDUCATIONAL RELATEDNESS				
student in related VTAE program	8	16	12	23
student in related university program	52	42	28	21
student in other related program	5	5	4	6
student in unrelated program	34	38	56	37

Table 10

EMPLOYERS OF MARKETING EDUCATION GRADUATES

	One-Year		Five-Year	
	Male	**Female**	**Male**	**Female**
NUMBER OF EMPLOYEE'S	51	106	6	14
EMPLOYEE DATA	%	%	%	%
HOW EMPLOYERS RATE THEIR EMPLOYEE'S OCCUPATIONAL COMPETENCE				
very good/good	82	87	100	79
acceptable	12	12	0	21
poor/very poor	6	1	0	0
WOULD EMPLOYERS PROMOTE EMPLOYEES?				
yes	71	64	100	86
not sure	22	28	0	7
no	9	8	0	7
HOW MUCH PREFERENCE IS GIVEN WHEN HIRING VOCATIONALLY TRAINED GRADUATES?				
a good deal of preference	40	39	67	36
some preference	34	50	0	50
no preference	26	11	33	14
WAYS IN WHICH EMPLOYERS PROVIDE ASSISTANCE TO VOCATIONAL PROGRAMS				
suggesting new vocational courses	7	1	0	33
recommending equipment/materials to be used	7	4	0	17
providing equipment/materials/donations	17	11	50	33
providing facilities	23	9	50	17
providing vocational students with work experience	90	89	50	67
serving on advisory committees	23	26	100	0
providng teachers with work experience	10	6	0	0
releasing employees to teach vocational courses	10	6	50	33
partnerships	0	6	50	0

Table 11

TECHNOLOGY EDUCATION GRADUATES

	One-Year		Five-Year	
	Male	**Female**	**Male**	**Female**
NUMBER OF GRADUATES	2610	139	781	36
GRADUATE DATA	%	%	%	%
EMPLOYMENT STATUS				
employed part- or full-time	96	91	97	93
unemployed, looking for paid employment	4	9	3	7
average hourly wage	$5.43	$4.68	$8.66	$6.90
JOB RELATEDNESS				
employed in related occupation	53	36	61	70
employed in unrelated occupation	47	64	39	30
SATISFACTION WITH VOCATIONAL COURSES				
satisfied and very satisfied	93	92	92	100
unsatisfied and very unsatisfied	7	8	8	0
should be offered in high school	85	84	87	97
EDUCATIONAL STATUS				
student part- or full-time	46	58	17	25
VTAE program	23	20	38	30
UW-Center program	5	3	2	3
university	26	42	28	45
apprenticeship program	2	0	6	6
on-the-job training	4	4	20	12
private school program	2	1	4	3
not in school/no further training	35	29	21	18
started a university program and transfered to one of the above	---	---	3	0
EDUCATIONAL RELATEDNESS				
student in related VTAE program	33	18	38	26
student in related university program	25	33	18	26
student in other related program	11	5	15	11
student in unrelated program	30	43	30	37

Table 12

EMPLOYERS OF TECHNOLOGY EDUCATION GRADUATES

	One-Year		Five-Year	
	Male	**Female**	**Male**	**Female**
NUMBER OF EMPLOYEE'S	455	30	184	7
EMPLOYEE DATA	%	%	%	%
HOW EMPLOYERS RATE THEIR EMPLOYEE'S OCCUPATIONAL COMPETENCE				
very good/good	77	74	90	57
acceptable	20	23	8	29
poor/very poor	3	3	2	14
WOULD EMPLOYERS PROMOTE EMPLOYEES?				
yes	69	54	81	33
not sure	24	32	16	50
no	7	14	3	17
HOW MUCH PREFERENCE IS GIVEN WHEN HIRING VOCATIONALLY TRAINED GRADUATES?				
a good deal of preference	45	33	45	43
some preference	36	53	46	43
no preference	19	13	10	14
WAYS IN WHICH EMPLOYERS PROVIDE ASSISTANCE TO VOCATIONAL PROGRAMS				
suggesting new vocational courses	17	19	34	40
recommending equipment/materials to be used	20	10	33	40
providing equipment/materials/donations	32	33	39	40
providing facilities	20	24	24	40
providing vocational students with work experience	72	86	48	80
serving on advisory committees	22	33	39	40
providng teachers with work experience	17	10	17	20
releasing employees to teach vocational courses	11	5	14	0
partnerships	5	14	7	0

Table 13

SPECIAL NEEDS GRADUATES

	One-Year		Five-Year	
	Male	**Female**	**Male**	**Female**
NUMBER OF GRADUATES	1032	859	180	143
GRADUATE DATA	%	%	%	%
EMPLOYMENT STATUS				
employed part- or full-time	93	86	94	91
unemployed, looking for paid employment	7	14	6	9
average hourly wage	$5.41	$4.41	$7.76	$6.08
JOB RELATEDNESS				
employed in related occupation	49	43	58	52
employed in unrelated occupation	51	57	42	48
SATISFACTION WITH VOCATIONAL COURSES				
satisfied and very satisfied	93	95	93	88
unsatisfied and very unsatisfied	7	5	7	12
should be offered in high school	84	87	85	90
EDUCATIONAL STATUS				
student part- or full-time	31	40	11	13
VTAE program	20	23	35	35
UW-Center program	5	4	2	2
university	15	16	11	17
apprenticeship program	2	0	3	2
on-the-job training	5	1	15	13
private school program	1	3	4	5
not in school/no further training	50	49	42	35
started a university program and transfered to one of the above	---	---	3	4
EDUCATIONAL RELATEDNESS				
student in related VTAE program	34	34	45	42
student in related university program	16	16	13	9
student in other related program	15	7	13	12
student in unrelated program	34	43	29	38

Table 14

EMPLOYERS OF SPECIAL NEEDS EDUCATION GRADUATES

	One-Year		Five-Year	
	Male	**Female**	**Male**	**Female**
NUMBER OF EMPLOYEE'S	188	206	46	35
EMPLOYEE DATA	%	%	%	%
HOW EMPLOYERS RATE THEIR EMPLOYEE'S OCCUPATIONAL COMPETENCE				
very good/good	66	73	80	65
acceptable	29	22	13	29
poor/very poor	5	5	7	6
WOULD EMPLOYERS PROMOTE EMPLOYEES?				
yes	56	56	70	56
not sure	33	29	24	38
no	11	15	6	6
HOW MUCH PREFERENCE IS GIVEN WHEN HIRING VOCATIONALLY TRAINED GRADUATES?				
a good deal of preference	31	35	38	37
some preference	44	43	42	46
no preference	25	22	20	17
WAYS IN WHICH EMPLOYERS PROVIDE ASSISTANCE TO VOCATIONAL PROGRAMS				
suggesting new vocational courses	14	12	23	12
recommending equipment/materials to be used	20	15	23	24
providing equipment/materials/donations	25	22	41	44
providing facilities	18	24	23	32
providing vocational students with work experience	72	83	45	64
serving on advisory committees	22	20	41	40
providng teachers with work experience	13	8	9	20
releasing employees to teach vocational courses	8	11	5	12
partnerships	5	5	9	28

CHAPTER 11

CONCLUSIONS

Introduction

Data collected from the 169 schools who participated in the four years of Wisconsin's FY88-FY91 vocational program evaluation cycle, gave a positive picture of the value and effectiveness of secondary vocational education in Wisconsin. Data gathered from graduates, employers of graduates, students, staff, parents, advisory committee members, school board members and staff of postsecondary institutions include the following evaluation results which can be considered strengths of the vocational program.

Evidence of Graduate Success

Over 72 percent of one-year IPC graduates go into the work force immediately after graduation. Twenty-three percent are full-time students compared to 33.5 percent of Sequence and 45.8 percent of general education graduates. Graduates who have taken fewer vocational courses (Sequence) and graduates who have taken no vocational courses (general education) are less likely to work part- or full-time immediately after graduation. More of them are full-time students.

After five years, the percentage of Sequence graduates as full-time students is slightly higher than IPC graduates. Employment part- or full-time is over 86 percent for vocationally trained graduates.

Unemployment rates (for those looking for paid employment) is consistently low for IPC and Sequence graduates. Only 3.1 percent of IPC and 2.7 percent of Sequence graduates five years out of high school are unemployed, but looking for paid employment.

Sixty-two percent of one-year IPC graduates and 71.6 percent of five-year IPC graduates are working in fields related to their high school vocational preparation.

Over 93 percent of IPC and 86.8 percent of Sequence graduates are satisfied and very satisfied with their vocational courses. Over 88 percent of one-year and 91.8 percent of five-year IPC graduates feel vocational courses should be part of high school curriculum. Five years after graduation, 83.7 percent of general education graduates answered yes to this item, a change from the response of 80.2 percent one year out of high school.

Hourly wage earned by IPC graduates ($5.04) is higher than Sequence graduates ($4.74) one-year after graduation. One -year female graduates earn 86 percent of male wages one year after graduation ($4.50 to $5.22). By the fifth year after high school graduation, females are earning approximately 82 percent of male wages ($6.69 to $8.20).

At five years, almost 55 percent of vocationally trained IPC graduates have received job promotions; over 71 percent have changed jobs one or more times since graduation. Vocational graduates also report that general job skills and general preparation have been of greatest value in their present job. The value of specific job skills learned in high school is lower. Math skills used in vocational classes rank third in value five years after graduation.

High school preparation in applying basic skills to every day problems and understanding the value and importance of work received top rating from one-year IPC graduates. Getting along with other workers also rated high. Concerning career planning assistance, IPC graduates gave the highest rating to how to find/apply for a job. IPC graduates cited vocational instructors and parents as providing the most help in career planning.

Employer Perspective on Graduates

Eighty-six and 87 percent of the employers of IPC one- and five-year graduates prefer to hire persons who are vocationally trained. However, 41 percent of IPC and 48 percent of Sequence graduates are rated about the same in preparation as other employees in that wage group who did not receive vocational training.They rate attitudes toward on-the-job training as exceptionally high.

Employers rate one- and five-year IPC and Sequence graduates above adequately prepared in work quantity, work quality, work attitude, occupational knowledge and occupational skills. In basic skill preparation, employers give five-year IPC and Sequence graduates slightly higher ratings in all but computer literacy, where one-year IPC and Sequence graduates rated higher.

Over 89 percent of one-year IPC and Sequence employers feel that vocational courses including career exploration and the development of saleable job skills should be part of the high school curriculum. Employers provide assistance to vocational programs in many ways. Providing vocational students with work experience is done most often. Assistance in the form of partnerships appears infrequently.

Students (grades 6-9 and 9-12) Vocational Interests and Plans

Grade 10 is the largest responding group on the high school survey and grade 8 on the middle/junior high school survey. Business education and technology education represent the largest subgroups of twelfth graders. When all students (grades 9-12) indicate their career interests, business education and technology education are again the largest subgroups.

When students plan to go to school after graduation, over one-half plan to attend a four-year university. One out of five plan to attend a VTAE program. One-third plan to work and attend school and almost one-half plan on just going to school. When students' post-high school plans are analyzed by program area, health occupations, family and consumer education and business education students show a higher percentage of going to work and attending school. Agriculture education and health occupations students show the highest preference to work (only).

Nearly nine out of ten vocational students (grades 9-12) are satisfied and very satisfied with the job training preparation. By program area, business education, health occupations and marketing education students are most satisfied with their job training preparation.

The main reason that academic and vocational students (grades 9-12) did not take vocational courses this year, was that they could not fit vocational courses into their schedule because of required courses. Secondly, vocational courses related to their career interests were not available.

In grades 6-9, students have taken courses most frequently in technology education and family and consumer education. Two out of three males have taken technology education and two out of three females have taken family and consumer education. Over one out of five students have taken business education.

Over one-half of middle/junior high school students are able to fit vocational courses into their class schedules. One out of three middle/junior high school students are seldom and never able to take vocational courses.

Middle/junior high students most often indicated that their math teachers showed how math could be applied to a variety of jobs, than English teachers showing how English or science teachers showing how science can be applied to jobs.

Students most often plan their high school classes based on their own interests. To a lesser degree, on their abilities and what they need to attend college and to get a job. Fewer than one out of ten students choose classes based on what their parents say.

Staff Involvement in Vocational Education

Eight out of ten vocational staff say they are aware of a written district vocational education philosophy. Three out of five feel that vocational goals and objectives are achievable, and that progress has been made on implementing previous evaluation recommendations. Forty-three percent say that follow-up studies are used to provide feedback for program improvement.

Student needs, interests and ability are assessed by 85.7 percent of vocational staff. Student job skill needs and facility/equipment needs are assessed by approximately 61 percent. Labor market needs are assessed by less than half of the respondents.

When male/female enrollment is not balanced, vocational staff most often use curriculum revision and changing course titles to prevent bias and discrimination. Staff in-service is used by approximately 15 percent. Thirty-two percent report they are not aware of steps taken to prevent bias and discrimination. Over one-half of vocational staff respondents say there are administration policies and procedures requiring nondiscrimination and equal access. Forty-two percent say there is information available on the needs of males and females.

Fifty-eight percent of vocational staff, in the last two years, have modified methods, materials or content to meet individual learner needs. Fifty percent have attended an in-service on how to better serve disadvantaged and handicapped learners.

Eighty-nine percent of vocational staff have participated in conferences and conventions; 75.1 percent have attended workshops; and 71.7 percent have membership in a professional organization. Eighty-six percent said they learned about new developments in their discipline; 61 percent cited use of computers in their work, and 63 percent reported learning new teaching techniques.

Advisory Committee Activities

On a scale of 1 (strongly disagree) to 5 (strongly agree) advisory committee members rate identifying specific occupational skills at 3.90, identifying community needs at 3.82, new skills and technologies at 3.73 and local labor market needs at 3.69. Advisory committee members report that students are being prepared for future-oriented occupations (3.89), community resources are used effectively (3.82), facilities are adequate (3.56) and that students are being prepared for nontraditional occupations (3.46).

Parents' Perception of Vocational Education

Seventy-five percent of parents of IPC graduates were satisfied and very satisfied with the help given their child in making a career choice. Eighty-one percent were satisfied and very satisfied with the education and preparation their child received for this career choice. Ninety-one percent say that vocational courses should be part of the high school curricula. Sixty-nine percent of parents of IPC graduates and 58 percent of parents of sequence graduates said their child was able to enter vocational courses related to his/her career choice.

Almost sixty-two percent of parents of IPC graduates say their child has received career seeking skills and preparation for future/oriented occupations. Fifty-one percent say they are not sure if students are being prepared for nontraditional occupations.

Articulation in Program Components

Vocational staff members feel they articulate with vocational instructors and/or four-year universities most often in curriculum development. They articulate least often in sharing staff, placement services and administration of JTPA funds.

Over seventy percent of the respondents feel secondary graduates have the skills and knowledge needed to enter postsecondary training.

Board of Education

Board of education members showed a high agreement in: appropriateness to offer vocational education in high school, importance to provide students with vocational courses as well as other educational opportunities, and their community provides a variety of vocational programs to fit abilities of noncollege students. They showed less agreement in: an increase in vocational education, setting aside more money for vocational programs, a high school vocational education graduate is impressive, and that most vocational programs offered today are up-to-date.

Appendix A

SURVEY INSTRUMENTS

Page

B1 Graduate - One-Year Follow-up Study 168

B2 Graduate - Five-Year Student Follow-up Study 170

B3 Student Non-Completer Follow-up Study 173

C1 Employer One-Year Follow-up Study 174

C2 Employer Five-Year Follow-up Study 176

D1 Student Questionnaire 178

D3 Middle/Junior High Student Questionnaire 180

E1 Vocational Staff Questionnaire 182

E2 Nonvocational Staff Questionnaire 184

F1 Advisory Committee Opinionnaire 187

G1 Parent Questionnaire 188

H1 Articulation Questionnaire 191

J1 Board of Education Opinionnaire 193

CVTAE/DPI **GRADUATE - ONE-YEAR FOLLOW-UP STUDY** **Form B1**
III 7294.B1-1 Secondary Vocational Program Evaluation *Page 1*

We are presently doing an evaluation of our school district's vocational programs. We want to improve these programs and also wish to determine job and educational preparedness of all graduates. Your honest input will be appreciated.

Student Name
High School
Area of High School Vocational Preparation

(For School Use)

1.

IPC	SEQUENCE	GE

2.

AG	BE	HO	HE	ME	TE
1	2	3	4	5	6

3.

H	DL	DO
1	2	3

4.

AIN	API	BNH	HIS	WNH
1	2	3	4	5

START HERE

5. (1) ____ Male (2) ____ Female

6. I am presently: *(Please check one of these following seven statements.)*
Full-time: 32 hrs/week or more;
part-time: less than 32 hrs/week.

(1) ____ employed FULL time in a nonmilitary occupation.
(2) ____ employed FULL time in the military service.
(3) ____ employed PART time--not in school.
(4) ____ employed PART time while in school.
(5) ____ full-time student--not employed. *(If checked go to #15.)*
(6) ____ unemployed but looking for paid employment. *(If checked go to #15.)*
(7) ____ unemployed, not looking for paid employment. *(If checked go to #15.)*

7. Do you own or operate your own business?

(1) ____ Yes, full-time
(2) ____ Yes, part-time
(3) ____ No

8. What is your present hourly wage including tips? (Do not include overtime)

$____________/hour

If you are not paid on an hourly basis, please respond as follows:

____________ ____________________
$ amount number of hours per pay period

9. (1) Job Title ____________________
(2) Job Duties ____________________
____

10. May we contact your supervisor in our Employer Follow-up? (His/her response will be kept anonymous)

(1) ____ Yes ____________________
(2) ____ No *(your signature)*

11. Supervisor's name: ____________________
Business name: ____________________
Address: ____________________
____

12. Did your high school preparation help you to obtain your present job? *(Check one)*

(1) ____ Considerably
(2) ____ Somewhat
(3) ____ Very little
(4) ____ None

13. Is this job related to your area of high school vocational preparation? *(Check one)*

(1) ____ directly related *(in same job area as high school training)*
(2) ____ somewhat related *(using some skills learned in high school courses)*
(3) ____ not related

14. What parts of your high school job training preparation have been of greatest value in your present job? *(Check all that apply)*

(1) ____ General job skills
(2) ____ Specific job skills
(3) ____ Career awareness
(4) ____ General preparation
(5) ____ English skills used in vocational classes
(6) ____ Math skills used in vocational classes
(7) ____ Science skills used in vocational classes
(8) ____ Computer skills
(9) ____ Other ____________________

15. How do you feel about the vocational courses you took at your high school? *(Check one)*

(1) ____ I was very Satisfied
(2) ____ I was Satisfied
(3) ____ I was UNsatisfied
(4) ____ I was very UNsatisfied
(5) ____ I did not take any vocational courses
Why? ____________________

16. Do you feel vocational courses including career exploration and the development of saleable job skills should be part of the high school program?

(1) ____ Yes
(2) ____ Not sure
(3) ____ No

17. I am currently attending the following school/educational program? *(Check one)*

(1) ____ a vocational-technical school diploma program one-year or less
(2) ____ a vocational-technical school two-year associate degree program
(3) ____ a two-year UW-Center program
(4) ____ a four-year university or college program
(5) ____ an apprenticeship program
(6) ____ an in-service or on-the-job training program
(7) ____ private school program
(8) ____ I am not attending school
(9) ____ other

18. If you checked a school/educational program in #17, please list your current program/area of training

____
Name of current program/area of training

____
Name of school

1	2	3	4	5

Please turn page

CVTAE/DPI **GRADUATE - ONE-YEAR FOLLOW-UP STUDY** **Form B1**
III 7294.B1-2 Secondary Vocational Program Evaluation *Page 2*

In general, how adequate was your high school preparation in the following situations or life skills: *(Please circle number 5, 4, 3, 2, or 1 for each statement.)*

	More Than Adequate		Adequate		Not Adequate
19. Seeking a job	5	4	3	2	1
20. Learning specific job skills	5	4	3	2	1
21. Learning specific job knowledge	5	4	3	2	1
22. Getting along with other workers	5	4	3	2	1
23. Being able to talk to the boss about your problems	5	4	3	2	1
24. Understanding the value and importance of work	5	4	3	2	1
25. Solving problems on the job	5	4	3	2	1
26. Understanding the U.S. and world economic systems (supply-demand, inflation, recession, etc.)	5	4	3	2	1
27. Understanding how a business makes a profit	5	4	3	2	1
28. Understanding alternatives for solving home and family related problems	5	4	3	2	1
29. Understanding child growth and development and parenting responsibilities	5	4	3	2	1
30. Managing career responsibilities with home and family responsibilities	5	4	3	2	1
31. Applying basic skill preparation in math, reading, writing, spelling, speaking, listening to every day problems	5	4	3	2	1

In general, how adequate was the career planning assistance and information you received at your high school? *(Please circle number 5, 4, 3, 2, or 1 for each statement).*

	More Than Adequate		Adequate		Not Adequate
32. Determining my skills, interests and abilities	5	4	3	2	1
33. Opportunity to hear speakers from the world of work	5	4	3	2	1
34. Presentation of role models in nontraditional areas (i.e., female mechanics/male nurses)	5	4	3	2	1
35. New and/or future oriented occupations	5	4	3	2	1
36. Jobs held by primarily males or primarily females	5	4	3	2	1
37. Occupations which have local job opportunities	5	4	3	2	1
38. Jobs which become outdated, overcrowded or offer no opportunities for advancement	5	4	3	2	1
39. Post-high school vocational education opportunities related to my career goal	5	4	3	2	1
40. Job alternatives related to my career goal	5	4	3	2	1
41. How to find a job/how to apply for a job	5	4	3	2	1
42. How to start a business	5	4	3	2	1

During my high school career I have received help in studying and planning for a career from the following sources: *(Please circle 5, 4, 3, 2, or 1 for each statement.)*

	Very Helpful				Not at all Helpful
43. Instructors: vocational	5	4	3	2	1
44. Instructors: academic	5	4	3	2	1
45. Instructors: technical school	5	4	3	2	1
46. Counselors (guidance staff)	5	4	3	2	1
47. Friends/classmates	5	4	3	2	1
48. Parents	5	4	3	2	1
49. Relatives	5	4	3	2	1
50. Employers	5	4	3	2	1
51. Job Service	5	4	3	2	1
52. Newspapers/magazines/television	5	4	3	2	1
53. Other (please list) ____________	5	4	3	2	1

What additional skills and knowledge could you have used as you went from high school to work or further education?

____
____
____
____
____
____
____

Thank you for responding. Please return this completed survey in the enclosed prepared envelope. Add any additional comments on the back of the cover letter and also return.

CVTAE/DPI — **GRADUATE - FIVE-YEAR FOLLOW-UP STUDY** — **Form B2**
III 7295.B2-1 — Secondary Vocational Program Evaluation — *Page 1*

We are presently doing an evaluation of our school district's vocational programs. We want to improve these programs and also wish to determine job and educational preparedness of all graduates. Your honest input will be appreciated.

Student Name ____________________

High School ____________________

Area of High School Vocational Preparation ____________________

(For School Use)

1. | IPC | SEQUENCE | GE |

2.

AG	BE	HO	HE	ME	TE
1	2	3	4	5	6

3.

H	DL	DO
1	2	3

4.

AIN	API	BNH	HIS	WNH
1	2	3	4	5

START HERE

5. (1) ____ Male (2) ____ Female

6. I am presently: *(Please check one of these following seven statements.)*
Full-time: 32 hrs/week or more;
part-time: less than 32 hrs/week.

(1) ____ employed FULL time in a nonmilitary occupation.
(2) ____ employed FULL time in the military service.
(3) ____ employed PART time--not in school.
(4) ____ employed PART time while in school.
(5) ____ full-time student--not employed. *(If checked go to #15.)*
(6) ____ unemployed but looking for paid employment. *(If checked go to #15.)*
(7) ____ unemployed, not looking for paid employment. *(If checked go to #15.)*

7. Do you own or operate your own business?

(1) ____ Yes, full-time
(2) ____ Yes, part-time/second income
(3) ____ No

8. What is your present hourly wage including tips? (Do not include overtime)

$__________/hour

If you are not paid on an hourly basis, please respond as follows:

__________ $ amount

__________ number of hours per pay period

9. (1) Job Title ____________________
(2) Job Duties ____________________
____

10. May we contact your supervisor in our Employer Follow-up? (His/her response will be kept anonymous)

(1) ____ Yes ____________________ *(your signature)*
(2) ____ No

11. Supervisor's name: ____________________
Business name: ____________________
Address: ____________________
____

12. Is this job related to your area of high school vocational preparation? *(Check one)*

(1) ____ directly related *(in same job area as high school training)*
(2) ____ somewhat related *(using some skills learned in high school courses)*
(3) ____ not related

13. Did your high school preparation help you to obtain your present job? *(Check one)*

(1) ____ Considerably
(2) ____ Somewhat
(3) ____ Very little
(4) ____ None

14. What parts of your high school job training preparation have been of greatest value in your present job? *(Check all that apply)*

(1) ____ General job skills
(2) ____ Specific job skills
(3) ____ Career awareness
(4) ____ General preparation
(5) ____ English skills used in vocational classes
(6) ____ Math skills used in vocational classes
(7) ____ Science skills used in vocational classes
(8) ____ Computer skills
(9) ____ Other ____________________

15. How do you feel about the vocational courses you took at your high school? *(Check one)*

(1) ____ I was very Satisfied
(2) ____ I was Satisfied
(3) ____ I was UNsatisfied
(4) ____ I was very UNsatisfied
(5) ____ I did not take any vocational courses
Why? ____________________

16. Do you feel vocational courses including career exploration and the development of saleable job skills should be part of the high school program?

(1) ____ Yes
(2) ____ Not sure
(3) ____ No

17. Since leaving high school, *(Check all that apply)*

(1) ____ I have received one or more job promotions
(2) ____ I have changed jobs one or more times
(3) ____ I am doing the same work that I did immediately following high school graduation

18. Since leaving high school, I have completed or am presently enrolled in: *(Check all that apply)*

(1) ____ a vocational-technical school diploma program one-year or less
(2) ____ a vocational-technical school two-year associate degree program
(3) ____ a two-year UW-Center program
(4) ____ a four-year university system or college program
(5) ____ an apprenticeship program
(6) ____ an in-service or on-the-job training program
(7) ____ private school program
(8) ____ started a four-year university program and transferred to one of the above
(9) ____ I have not taken any additional training
(10) ____ other

19. If you checked a school/educational program in #18, please list your current program/area of training

____
Name of current program/area of training

____
Name of school

1	2	3	4	5

... please turn page

20. Would you recommend high school vocational courses to others?

(1) Yes. Which ones? ____________

____

____

____

(2) No. Why? ______________

____

____

____

What new skills, knowledge and equipment should be considered for our vocational preparation program?

____

____

____

Thank you for responding. Please return this completed survey in the enclosed prepared envelope. Add any additional comments on the back of the cover letter and also return.

Wisconsin Department of Public Instruction

SECONDARY VOCATIONAL PROGRAM EVALUATION PROJECT

Herbert J. Grover,
State Superintendent

Richard Dignan, Director
Bureau for Vocational
Education

The Department of Public Instruction does not discriminate on the basis of race, sex, age, religion, handicap or national origin.

CVTAE/DPI
III 7296 B3-1

STUDENT - NON-COMPLETER FOLLOW-UP STUDY
Secondary Vocational Program Evaluation

Form B3
Page 1

We are presently doing an evaluation of our school district's vocational programs. We want to improve these programs and also wish to determine job and educational preparedness of vocational graduates. Your honest input will be appreciated. Start with item 5.

Student Name
High School
Area of High School Vocational Preparation

(For School Use)

1.	IPC	SEQUENCE	GE			
2.	AG	BE	HO	HE	ME	TE
	1	2	3	4	5	6
3.	H	DL	DO			
	1	2	3			
4.	AIN	API	BNH	HIS	WNH	
	1	2	3	4	5	

START HERE

5. (1) ____ Male (2) ____ Female

6. I am presently: *(Please check one of these following seven statements.)*
Full-time: 32 hrs/week or more;
part-time: less than 32 hrs/week.

(1) ____ employed FULL time in a nonmilitary occupation.
(2) ____ employed FULL time in the military service.
(3) ____ employed PART time--not in school.
(4) ____ employed PART time while in school.
(5) ____ full-time student--not employed. *(If checked go to #13)*
(6) ____ unemployed but looking for paid employment. *(If checked go to #13.)*
(7) ____ unemployed, not looking for paid employment. *(If checked go to #13.)*

7. Do you own or operate your own business?

(1) ____ Yes, full-time
(2) ____ Yes, part-time/second income
(3) ____ No

8. What is your present hourly wage including tips? (Do not include overtime)

$____________/hour

If you are not paid on an hourly basis, please respond as follows

__________ $ amount
____________________ number of hours per pay period

9. (1) Job Title ____________________
(2) Job Duties ____________________
____

10. May we contact your supervisor in our Employer Follow-up? (His/her response will be kept anonymous)

(1) ____ Yes ____________________ *(your signature)*
(2) ____ No

11. Supervisor's name: ____________________
Business name: ____________________
Address: ____________________
____

12. Is this job related to your area of high school vocational preparation? *(Check one)*

(1) ____ directly related *(in same job area as high school training)*
(2) ____ somewhat related *(using some skills learned in high school courses)*
(3) ____ not related

13. What is the highest grade level you completed in high school?

(1) ____ 9th grade
(2) ____ 10th grade
(3) ____ 11th grade
(4) ____ 12th grade

14. How do you feel about the vocational courses you took at your high school? *(Check one)*

(1) ____ I was very Satisfied
(2) ____ I was Satisfied
(3) ____ I was UNsatisfied
(4) ____ I was very UNsatisfied
(5) ____ I did not take any vocational courses
Why? ____________________

15. Do you feel vocational courses including career exploration and the development of saleable job skills should be part of the high school program?

(1) ____ Yes
(2) ____ Not sure
(3) ____ No

16. Reasons for leaving high school vocational program. *(Check all that apply)*

(1) ____ Got a job
(2) ____ Changed to another school
(3) ____ School was too difficult
(4) ____ School was boring
(5) ____ School was not related to my career goals
(6) ____ Got married
(7) ____ Conflict with school staff
(8) ____ Illness
(9) ____ Family/personal problems
(10) ____ Other (Please specify) ____________________
____

17. Since leaving high school I have enrolled for further education in: *(Check all that apply)*

(1) ____ another high school
(2) ____ a vocational-technical school diploma program one year or less
(3) ____ a vocational-technical school two-year associate degree program
(4) ____ a two-year UW-Center program
(5) ____ a four-year university system or college program
(6) ____ a GED (High School Equivalency) program
(7) ____ an apprenticeship program
(8) ____ an in-service or on-the-job training program
(9) ____ I have not taken any additional training
(10) ____ other

18. If you have checked a school/educational program in #17, please list your current program/area of training

____
Name of current program/area of training

1	2	3	4	5

Thank you for responding. Please return this completed survey in the enclosed prepared envelope. Add any additional comments on the back of the cover letter and also return.

CVTAE/DPI
III 7297 C1-1

EMPLOYER - ONE-YEAR FOLLOW-UP STUDY
Secondary Vocational Program Evaluation

Form C1
Page 1

Dear Supervisor/Employer,

We are in the process of evaluating our school district's vocational programs and have received written waiver from your employee to contact you. Since this will provide valuable data for our district with respect to program improvement as well as job and educational preparedness of graduates your honest input is vital. Your cooperation will be appreciated. No student, employer or identifiers will be presented in our reports. Start with item 7.

Employee

High School

Area of High School Vocational Preparation

(For School Use)

IPC	SEQUENCE	GE

2.

AG	BE	HO	HE	ME	TE
1	2	3	4	5	6

3.

H	DL	DO

4.

Male	Female
Graduate	

5.

FT	PT
Graduate	

6.

AIN	API	BNH	HIS	WNH
1	2	3	4	5

Please rate the individual in the following areas: ***(Circle the appropriate responses)***

START HERE

	Well Prepared (5)	(4)	Adequately Prepared (3)	(2)	Not at all Prepared (1)
7. Occupational knowledge	5	4	3	2	1
8. Occupational skills	5	4	3	2	1
9. Work attitude	5	4	3	2	1
10. Work quality	5	4	3	2	1
11. Work quantity (amount produced)	5	4	3	2	1

In the following areas of basic skills, how well prepared was this employee? ***(Circle the appropriate responses)***

	Well Prepared (5)	(4)	Adequately Prepared (3)	(2)	Not at all Prepared (1)	Not Observed (0)
12. Reading	5	4	3	2	1	0
13. Spelling	5	4	3	2	1	0
14. Computer literacy	5	4	3	2	1	0
15. Math	5	4	3	2	1	0
16. Science	5	4	3	2	1	0
17. Writing	5	4	3	2	1	0
18. Speaking	5	4	3	2	1	0
19. Listening	5	4	3	2	1	0
20. Problem solving	5	4	3	2	1	0

Please turn page

Please rate this employee on each of the characteristics listed below. ***(Circle the appropriate responses)***

	Well Prepared (5)	(4)	Adequately Prepared (3)	(2)	Not at all Prepared (1)	Not Observed (0)
21. Use of tools and equipment	5	4	3	2	1	0
22. Selection and care of space, materials, and supplies	5	4	3	2	1	0
23. Ability to work with co-workers	5	4	3	2	1	0
24. Accepting advice and supervision	5	4	3	2	1	0
25. Working in a leadership role when applicable	5	4	3	2	1	0
26. Understanding the value and importance of work	5	4	3	2	1	0
27. Prompt and dependable in attendance	5	4	3	2	1	0
28. Willing to accept and perform tasks	5	4	3	2	1	0
29. Ability to plan and direct own work	5	4	3	2	1	0
30. Ability to make sound decisions	5	4	3	2	1	0
31. Shows consideration and kindness towards others	5	4	3	2	1	0
32. Neat, clean, and appropriate appearance	5	4	3	2	1	0
33. Flexibility to accept change	5	4	3	2	1	0
34. Ability to learn new job tasks	5	4	3	2	1	0

35. What is your overall rating of this individual's occupational competence as it relates to his/her job?

(5) ____ Very Good
(4) ____ Good
(3) ____ Acceptable
(2) ____ Poor
(1) ____ Very Poor

36. How would you rate this employee's preparation in relation to other employees in his or her work group?

(3) ____ Individual is better prepared
(2) ____ Both are about the same
(1) ____ Individual is less prepared
(0) ____ No basis for comparison

37. What has been this employee's attitude toward on-the-job training?

(5) ____ Very positive, eager to learn
(4) ____ Positive, willing to learn
(3) ____ Acceptant, but needs prodding
(2) ____ Negative, resists training
(1) ____ No training has been offered

38. If the opportunity should arise, would you promote this employee?

(1) ____ Yes
(2) ____ Not sure
(3) ____ No

39. When hiring recent high school graduates, would you prefer to hire persons who have had high school vocational training?

(3) ____ A good deal of preference
(2) ____ Some preference
(1) ____ No preference

40. Do you feel vocational courses including career exploration and the development of saleable job skills should be part of the high school program?

(1) ____ Yes
(2) ____ Not sure
(3) ____ No

41. In which of the following ways does your business work with secondary schools to support education? *(Please check all that apply)*

(1) ____ Suggesting new vocational courses
(2) ____ Recommending equipment and materials to be used
(3) ____ Providing equipment/materials/donations
(4) ____ Providing facilities
(5) ____ Providing vocational students with work experience
(6) ____ Serving on advisory committees
(7) ____ Providing teachers with work experience
(8) ____ Releasing employees to teach vocational courses
(9) ____ Partnerships

Please comment on:

(1) Additional skills you feel are needed by graduates

____

____

(2) How high school vocational programs could be improved

____

____

(3) What new technologies are coming into your work place

____

____

Thank you for responding

CVTAE/DPI | **EMPLOYER - FIVE-YEAR FOLLOW-UP STUDY** | **FORM C2**

III 7298.C2-1 | Secondary Vocational Program Evaluation | *Page 1*

Dear Supervisor/Employer,

We are in the process of evaluating our school district's vocational programs and have received written waiver from your employee to contact you Since this will provide valuable data for our district with respect to program improvement as well as job and educational preparedness of graduates your honest input is vital. Your cooperation will be appreciated. No student, employer or identifiers will be presented in our reports. Start with item 7.

Employee

High School

Area of High School Vocational Preparation

(For School Use)

	IPC	SEQUENCE	GE			
2.	AG 1	BE 2	HO 3	HE 4	ME 5	TE 6
3.	H	DL	DO			
4.	Male	Female	Graduate	5.	FT PT Graduate	
6.	AIN 1	API 2	BNH 3	HIS 4	WNH 5	

Please rate the individual in the following areas: ***(Circle the appropriate responses)***

START HERE

	Well Prepared (5)	(4)	Adequately Prepared (3)	(2)	Not at all Prepared (1)
7. Occupational knowledge	5	4	3	2	1
8. Occupational skills	5	4	3	2	1
9. Work attitude	5	4	3	2	1
10. Work quality	5	4	3	2	1
11. Work quantity (amount produced)	5	4	3	2	1

In the following areas of basic skills, how well prepared was this employee? ***(Circle the appropriate responses)***

	Well Prepared (5)	(4)	Adequately Prepared (3)	(2)	Not at all Prepared (1)	Not Observed (0)
12. Reading	5	4	3	2	1	0
13. Spelling	5	4	3	2	1	0
14. Computer literacy	5	4	3	2	1	0
15. Math	5	4	3	2	1	0
16. Science	5	4	3	2		
17. Writing	5	4				
18. Speaking	5			2		
19. Listening	5	4				
20. Problem solving	5	4				

Please turn page

CVTAE/DPI **EMPLOYER - FIVE-YEAR FOLLOW-UP STUDY** **Form C2**
III 7298.C2-2 Secondary Vocational Program Evaluation *Page 2*

Please rate this employee on each of the characteristics listed below. ***(Circle the appropriate responses)***

	Well Prepared (5)	(4)	Adequately Prepared (3)	(2)	Not at all Prepared (1)	Not Observed (0)
21. Use of tools and equipment.	5	4	3	2	1	0
22. Selection and care of space, materials, and supplies.	5	4	3	2	1	0
23. Ability to work with co-workers	5	4	3	2	1	0
24. Accepting advice and supervision	5	4	3	2	1	0
25. Working in a leadership role when applicable	5	4	3	2	1	0
26. Understanding the value and importance of work.	5	4	3	2	1	0
27. Prompt and dependable in attendance.	5	4	3	2	1	0
28. Willing to accept and perform tasks.	5	4	3	2	1	0
29. Ability to plan and direct own work.	5	4	3	2	1	0
30. Ability to make sound decisions	5	4	3	2	1	0
31. Shows consideration and kindness towards others.	5	4	3	2	1	0
32. Neat, clean, and appropriate appearance.	5	4	3	2	1	0
33. Flexibility to accept change	5	4	3	2	1	0
34. Ability to learn new job tasks.	5	4	3	2	1	0

35. What is your overall rating of this individual's occupational competence as it relates to his/her job?

(5) ____ Very Good
(4) ____ Good
(3) ____ Acceptable
(2) ____ Poor
(1) ____ Very Poor

36. If the opportunity should arise, would you promote this employee?

(1) ____ Yes
(2) ____ Not sure
(3) ____ No

37. When hiring recent high school graduates, would you prefer to hire persons who have had high school vocational training?

(3) ____ A good deal of preference
(2) ____ Some preference
(1) ____ No preference

38. In which of the following ways does your business work with secondary schools to support education? *(Please check all that apply)*

(1) ____ Suggesting new vocational courses
(2) ____ Recommending equipment and materials to be used
(3) ____ Providing equipment/materials/donations
(4) ____ Providing facilities
(5) ____ Providing vocational students with work experience
(6) ____ Serving on advisory committees
(7) ____ Providing teachers with work experience
(8) ____ Releasing employees to teach vocational courses
(9) ____ Partnerships

Please comment on:

(1) Additional skills you feel are needed by graduates

(2) How high school vocational programs could be improved

(3) What new technologies are coming into your work place

Thank you for responding.

CVTAE/DPI
III 7299.D1-1

STUDENT QUESTIONNAIRE
Secondary Vocational Program Evaluation

Form D1
Page 1

Grades 9 - 12

Please respond to the following statements on your experiences and interests. Your thoughtful responses will aid in improving your school's job training program.

Student Name
High School
Area of High School Vocational Preparation

(For School Use)

1. VOC | ACAD

2. 12th grade only

AG	BE	HO	HE	ME	TE
1	2	3	4	5	6

3. H | DL | DO

4.

AIN	API	BNH	HIS	WNH
1	2	3	4	5

NAME: ______________________________

START HERE

5. I am:

(1) ____ Male
(2) ____ Female

6. The grade I am in is:

(1) ____ 9th
(2) ____ 10th
(3) ____ 11th
(4) ____ 12th

7. I have taken courses in the following vocational programs. *(Check all that apply)*

(1) ____ Agriculture
(2) ____ Business Education
(3) ____ Health Occupations
(4) ____ Home Economics
(5) ____ Marketing Education
(6) ____ Technology Education
(7) ____ Industrial Education
(8) ____ None of the above

8. The program where my main career interests lie is: *(Check only one)*

(1) ____ Agriculture
(2) ____ Business Education
(3) ____ Health Occupations
(4) ____ Home Economics
(5) ____ Marketing Education
(6) ____ Technology Education
(7) ____ Industrial Education
(8) ____ Other ______________________

9. I have filled out a questionnaire or survey about my occupational/career interests, needs and abilities:

(1) ____ Yes
(2) ____ Not sure
(3) ____ No

10. This is how I feel about the overall education I am receiving at present.

(1) ____ I am very Satisfied
(2) ____ I am Satisfied
(3) ____ I am UNsatisfied
(4) ____ I am very UNsatisfied

11. This is how I feel about the job training preparation I am receiving at present.

(1) ____ I am very Satisfied
(2) ____ I am Satisfied
(3) ____ I am UNsatisfied
(4) ____ I am very UNsatisfied

12. After graduating from high school, I plan to: *(Check only one)*

(1) ____ go to work, *go to #14*
(2) ____ go on to school, *go to #13*
(3) ____ work and attend school, *go to #13*
(4) ____ go into the military, *go to #14*
(5) ____ other (explain) ______________________

13. What type of school are you planning to attend following high school graduation?

(1) ____ a vocational-technical school diploma program one-year or less
(2) ____ a vocational-technical school two-year associate degree program
(3) ____ a two-year UW-Center program
(4) ____ a four-year university system or college program
(5) ____ an apprenticeship program
(6) ____ an in-service or on-the-job training program
(7) ____ military service
(8) ____ private school program
(9) ____ other

____
Name of program/Area of training

14. What job do you plan to enter after high school?

(1) ____ Not sure of job choice at this time *(go on to #17)*
(2) ____ I am planning on entering the following job(s) or career(s):

a. ______________________________
b. ______________________________

15. Are you aware of the qualifications and education needed to get a job in this field/area?

(1) ____ Yes
(2) ____ Somewhat
(3) ____ No
(4) ____ I do not have a job goal at this time

16 Do you feel that the courses you are taking are preparing you for the job or school you want to enter after high school?

(1) ____ Yes
(2) ____ No
(3) ____ I do not have a planned career/school

... please turn page ...

In general, how adequate is the career planning assistance and information you receive at your high school? *(Please circle 5, 4, 3, 2, or 1 for each statement)*

	More than Adequate		Adequate		Not Adequate
17. Determining my skills, interests, and abilities	5	4	3	2	1
18. Opportunity to hear speakers from the world of work	5	4	3	2	1
19. Presentation of role models in nontraditional areas (i.e., female mechanics/male nurses)	5	4	3	2	1
20. New and/or future-oriented occupations	5	4	3	2	1
21. Jobs held by primarily males or primarily females	5	4	3	2	1
22. Occupations which have local job opportunities	5	4	3	2	1
23. Jobs which may soon become outdated, overcrowded or offer no opportunities for advancement	5	4	3	2	1
24. Post-high school vocational educational opportunities related to my career goal	5	4	3	2	1
25. Job alternatives related to my career goal	5	4	3	2	1
26. How to find a job/how to apply for a job	5	4	3	2	1
27. How to start a business	5	4	3	2	1
28. How our economic system operates	5	4	3	2	1

During my high school career I have received help in studying and planning a career from the following sources: *(Please circle 5, 4, 3, 2, or 1 for each statement)*

	Very Helpful (5)	(4)	(3)	(2)	Not at all Helpful (1)
29. Instructors: vocational	5	4	3	2	1
30. Instructors: academic	5	4	3	2	1
31. Instructors: technical school	5	4	3	2	1
32. Counselors (guidance staff)	5	4	3	2	1
33. Friends/classmates	5	4	3	2	1
34. Parents	5	4	3	2	1
35. Relatives	5	4	3	2	1
36. Employers	5	4	3	2	1
37. Job Service	5	4	3	2	1
38. Newspapers/magazines/television	5	4	3	2	1
39. Other (please list)________________	5	4	3	2	1

40. If you did not take a vocational course this year, what was your reason? *(Check all that apply)*

(1) ____ Vocational courses related to my career interests were not available
(2) ____ Could not fit into my schedule because of required courses
(3) ____ Vocational courses were not available when I had an open period in my schedule
(4) ____ My parents did not want me to take vocational courses
(5) ____ I am not sure what I want to do after high school. Thus, I did not take vocational courses
(6) ____ I could not get into the vocational courses I wanted because I did not have the prerequisite courses completed
(7) ____ My counselor discouraged me from enrolling
(8) ____ My friends discouraged me from enrolling
(9) ____ The vocational programs (Agriculture, Home Economics, Business Education, Marketing Education, Technology Education, etc.) did not meet my career goals and future plans (i.e., college, etc.)
(10) ____ Other ________________________________

What suggestions do you have for improving the job training program in our school?

____

____

____

... Thank you for responding ...

CVTAE/DPI
III 7300.D3-1

MIDDLE/JUNIOR HIGH STUDENT QUESTIONNAIRE
Secondary Vocational Program Evaluation

Form D3
Page 1

Grades 6-9

Directions: Please respond to the following statements on your experiences and interests.

Student Name	
Middle/Junior High School	

(For School Use)

1.	H	DL	DO		
2.	AIN	API	BNH	HIS	WNH
	1	2	3	4	5

3. I am:

(1) ____ Male
(2) ____ Female

4. The grade I am in is:

(1) ____ 6th
(2) ____ 7th
(3) ____ 8th
(4) ____ 9th

5. I have taken courses in the following vocational programs: *(Check all that apply)*

(1) ____ Agriculture
(2) ____ Business Education
(3) ____ Health Occupations
(4) ____ Home Economics
(5) ____ Marketing Education
(6) ____ Technology/Industrial Education
(7) ____ None of the above

6. I have filled out a questionnaire or survey about my occupational/career interests, needs and abilities:

(1) ____ Yes
(2) ____ Not sure
(3) ____ No

7. Have you discussed selecting a career or job in any of your classes?

(1) ____ Yes - several times
(2) ____ Yes - once
(3) ____ No
(4) ____ Not sure

8. How much have you thought about the work you will do when you complete school?

(1) ____ I have selected a career
(2) ____ Considerable - I have collected information and thought about it several times
(3) ____ Some
(4) ____ A little
(5) ____ I have not thought about a career choice

9. Have the courses you have taken in school helped you learn more about jobs and careers?

(1) ____ Yes
(2) ____ Somewhat
(3) ____ No

10. Do your school books and classroom discussions suggest that some work is better for women and other work is better for men?

(1) ____ Yes - usually
(2) ____ Sometimes
(3) ____ Not very often
(4) ____ Never

11. Are you aware of the vocational education courses in your local high school? (See item #5 for possible courses)

(1) ____ Yes
(2) ____ Somewhat
(3) ____ No

12. Do you take field trips in your classes that help you learn about different jobs?

(1) ____ Yes - frequently
(2) ____ Yes - sometimes
(3) ____ Seldom
(4) ____ Never

13. Are you able to fit vocational courses into your class schedule? (See item #5 for possible courses)

(1) ____ Yes, most of the time
(2) ____ Yes, some of the time
(3) ____ Seldom
(4) ____ Never

14. Are you satisfied with your school's present course offerings?

(1) ____ Very satisfied
(2) ____ Satisfied
(3) ____ Unsatisfied
(4) ____ Very unsatisfied

15. Do your math teachers show how math can be used in a variety of jobs?

(1) ____ Frequently
(2) ____ Sometimes
(3) ____ Seldom
(4) ____ Never

16. Do your science teachers show how science can be used in a variety of jobs?

(1) ____ Frequently
(2) ____ Sometimes
(3) ____ Seldom
(4) ____ Never

17. Do your English teachers show how English can be used in a variety of jobs?

(1) ____ Frequently
(2) ____ Sometimes
(3) ____ Seldom
(4) ____ Never

18. Is there enough up-to-date equipment in your classrooms?

(1) ____ Yes
(2) ____ No
(3) ____ Don't know

please turn page

I have received career planning assistance and information in the following areas: *(Please circle 5, 4, 3, 2, or 1 for each statement)*

	More than Adequate		Adequate		Not Adequate
19. Discovering my skills, interests, and abilities.	5	4	3	2	1
20. Opportunity to hear speakers from the world of work	5	4	3	2	1
21. Presentation of role models in nontraditional areas (i.e., female mechanics/male nurses)	5	4	3	2	1
22. New and/or future-oriented occupations	5	4	3	2	1
23. Jobs held by primarily males or primarily females.	5	4	3	2	1
24. Occupations which have local job opportunities.	5	4	3	2	1
25. Jobs which may soon become outdated, overcrowded or offer no opportunities for advancement.	5	4	3	2	1
26. Post-high school vocational education opportunities related to my career goal.	5	4	3	2	1
27. Job alternatives related to my career goal	5	4	3	2	1
28. How to find a job/how to apply for a job	5	4	3	2	1
29. How to start a business.	5	4	3	2	1
30. How our economic system operates	5	4	3	2	1

I have received help in studying and planning a career from the following sources: *(Please circle 5, 4, 3, 2, or 1 for each statement)*

	More than Adequate		Adequate		Not Adequate
31. Instructors: vocational (business education, home economics, technology education, etc.).	5	4	3	2	1
32. Instructors: academic (English, math, science, history, etc.).	5	4	3	2	1
33. Counselors (guidance staff)	5	4	3	2	1
34. Friends/classmates.	5	4	3	2	1
35. Parents.	5	4	3	2	1
36. Relatives.	5	4	3	2	1
37. Employers.	5	4	3	2	1
38. Newspapers/magazines/television	5	4	3	2	1
39. Other (please list) ____________________	5	4	3	2	1

40. Are there courses you desire that are not offered in middle/junior high?

(1) ____ Yes ____________________ courses

(2) ____ No

41. Do you have the chance to talk to any school staff regarding jobs and career possibilities?

(1) ____ Yes
(2) ____ No

42. In your classes, are boys and girls placed in separate groups for activities or projects?

(1) ____ Yes
(2) ____ No

43. Do you participate in any vocational student organizations?

(1) ____ Yes
(2) ____ No
(3) ____ None available

44. I will plan my high school classes based on:

(1) ____ my interests
(2) ____ my abilities
(3) ____ what my friends are taking
(4) ____ what I need for college
(5) ____ what I need to get a good job
(6) ____ haven't asked anyone
(7) ____ what my parents say

Thank you for responding.

CVTAE/DPI
III 7301.E1-1

STAFF QUESTIONNAIRE
Secondary Vocational Program Evaluation

Form E1
Page 1

Please respond to each of the following questions and statements as they relate to your work and responsibilities. There is space at the end of this page for you to add your comments and suggestions.

1. What is your current position? *(Check one)*

(1) ____ Instructor: vocational
(2) ____ Instructor: nonvocational
(3) ____ Instructor: special needs
(4) ____ Counseling/pupil services
(5) ____ Administration/coordination
(6) ____ Other ____________________

2. Are you aware of a written philosophy of vocational education for your district?

(1) ____ Yes
(2) ____ No

3. Given the school district philosophy, are the vocational program goals and objectives achievable?

(1) ____ Yes
(2) ____ Not sure
(3) ____ No

4. In the programs you teach, administer, or provide guidance, are the following assessed? *(Check all that apply)*

(1) ____ Students' occupational skill needs
(2) ____ Students' needs, interests and abilities
(3) ____ Entrance and program requirements at post-secondary schools
(4) ____ Facility/equipment needs
(5) ____ Availability of financial assistance for post-secondary training
(6) ____ Local district problems and needs
(7) ____ Advanced placement opportunities
(8) ____ Coordination of program needs
(9) ____ Local labor market needs

5. To what extent are members of the local community and school district involved in developing programs in your school?

(1) ____ Extensively
(2) ____ Usually
(3) ____ Seldom
(4) ____ Never

6. To what extent is advisory committee input solicited and utilized for improving the vocational program?

(1) ____ Extensively
(2) ____ Usually
(3) ____ Seldom
(4) ____ Never

7. To what extent is staff input solicited and utilized for improving the vocational program?

(1) ____ Extensively
(2) ____ Usually
(3) ____ Seldom
(4) ____ Never

8. Do you use the resources of local/area business and industry? *(Check all that apply)*

(1) ____ Arrange and/or conduct student tours of local businesses and industries
(2) ____ Assist students to find jobs in local firms
(3) ____ Have people from local businesses and industries speak to my students
(4) ____ Use equipment owned or given by local businesses and industry in my teaching
(5) ____ Meet with local people in business and industry to discuss and identify the competencies our graduates need
(6) ____ Meet with people in local business and industry to identify examples, activities and problems for my teaching
(7) ____ Other
____

9. With respect to equity, the following exist: *(Check all that apply)*

(1) ____ A written district equity plan
(2) ____ Information and/or in-servicing on civil rights and equal opportunity legislation
(3) ____ Information on the needs of males, females, minorities and special needs groups
(4) ____ Administration policies and procedures requiring nondiscrimination and equal access to all vocational education programs
(5) ____ Review of stereotyping and bias in instructional materials
(6) ____ Compliance data from Office of Civil Rights audit
(7) ____ Other ____________________

10. Teachers are: *(Check all that apply)*

(1) ____ given adequate preparation time
(2) ____ provided adequate curriculum development time
(3) ____ provided adequate in-service on instructional practices and content
(4) ____ given access to appropriate and adequate in-school facilities

... please turn page ....

With respect to school district programs, how adequate are the following:

	More Than Adequate		Adequate		Not Adequate	Do Not Know
11. Programs reflect the philosophy, goals and objectives in the local plan for vocational education.	5	4	3	2	1	0
12. Programs are articulated outside the district and across local programs.	5	4	3	2	1	0
13. Courses use comprehensive curriculum guides	5	4	3	2	1	0
14. Courses meet current DPI guidelines/standards.	5	4	3	2	1	0
15. The local plan for vocational education is used in program design and implementation	5	4	3	2	1	0
16. The programs are adequately staffed	5	4	3	2	1	0
17. Needs of special needs students (disadvantaged, limited English proficiency, handicapped) are met in program planning and implementation.	5	4	3	2	1	0
18. Needs of male and female students are met in program planning and implementation.	5	4	3	2	1	0
19. Needs of racial minorities are met in program planning and implementation	5	4	3	2	1	0
20. Appropriate administrative support is given.	5	4	3	2	1	0
21. Students receive factual and objective information from staff about vocational programs	5	4	3	2	1	0
22. Appropriate guidance services are provided for vocational education	5	4	3	2	1	0

23. In which of the following activities have you participated during the past two years to improve your professional competencies and expand your knowledge of your discipline or field? *(Check all that apply)*

(1) ____ Conferences and conventions
(2) ____ Educational college courses
(3) ____ Private or industry sponsored educational programs
(4) ____ Travel
(5) ____ VTAE courses/workshops
(6) ____ Work experiences
(7) ____ Workshops (in school or at other locations)
(8) ____ Memberships in professional associations

24. What did you learn as a result of the activities checked in item #23? *(Check all that apply)*

(1) ____ New developments in my discipline/field
(2) ____ Applications of my discipline to business and industry
(3) ____ New teaching techniques
(4) ____ New counseling techniques
(5) ____ Use of computers and software in my work
(6) ____ Use of audiovisual equipment and materials
(7) ____ Techniques for working with special needs students (disadvantaged and handicapped)
(8) ____ Selecting/developing nonbiased materials
(9) ____ Use of labor market information

25. A placement program is available to help students obtain additional education, training, or employment.

(1) ____ Yes
(2) ____ No

26. Progress has been made on implementing recommendations from the previous evaluation of our vocational programs.

(1) ____ Yes
(2) ____ No

27. Does your curriculum meet the needs of special needs students?

(1) ____ Yes
(2) ____ No

28. Administrators encourage us to work effectively with all students including those with special needs.

(1) ____ Yes
(2) ____ No

29. Are follow-up studies used to provide feedback for program improvement?

(1) ____ Yes
(2) ____ Not sure
(3) ____ No

30. Where male/female enrollment is not balanced, are steps taken in any of the following areas to prevent bias or discrimination? *(Check all that apply)*

(1) ____ Counseling materials/practice/procedures
(2) ____ Changing course titles
(3) ____ Instructional materials
(4) ____ Staff in-service
(5) ____ Curriculum revision/updating
(6) ____ Class scheduling
(7) ____ Affirmative Action - employment/students
(8) ____ Development of an equity plan
(9) ____ Not aware

31. During the last two years I have: *(Check all that apply)*

(1) ____ Attended an in-service session on how to better serve disadvantaged and handicapped learners
(2) ____ Participated in the development and use of the Individualized Education Plan (IEP) for all special needs students
(3) ____ Adapted my classrooms and laboratories for the handicapped
(4) ____ Modified methods, materials or content to meet individual handicapped learner needs

Thank you for responding

CVTAE/DPI
III 7301 E2-1

STAFF QUESTIONNAIRE
Secondary Vocational Program Evaluation

Form E2
Page 1

Please respond to each of the following questions and statements as they relate to your work and responsibilities. There is space at the end of this page for you to add your comments and suggestions.

1. What is your current position? *(Check one)*

(1) ____ Instructor: vocational
(2) ____ Instructor: nonvocational
(3) ____ Instructor: special needs
(4) ____ Counseling/pupil services
(5) ____ Administration/coordination
(6) ____ Other ______________________________

2. Are you aware of a written philosophy of vocational education for your district?

(1) ____ Yes
(2) ____ No

3. Given the school district philosophy, are the vocational program goals and objectives achievable?

(1) ____ Yes
(2) ____ Not sure
(3) ____ No

4. In the programs you teach, administer, or provide guidance, are the following assessed? *(Check all that apply)*

(1) ____ Students' occupational skill needs
(2) ____ Students' needs, interests and abilities
(3) ____ Entrance and program requirements at post-secondary schools
(4) ____ Facility/equipment needs
(5) ____ Availability of financial assistance for post-secondary training
(6) ____ Local district problems and needs
(7) ____ Advanced placement opportunities
(8) ____ Coordination of program needs
(9) ____ Local labor market needs

5. To what extent are members of the local community and school district involved in developing programs in your school?

(1) ____ Extensively
(2) ____ Usually
(3) ____ Seldom
(4) ____ Never

6. To what extent is advisory committee input solicited and utilized for improving the vocational program?

(1) ____ Extensively
(2) ____ Usually
(3) ____ Seldom
(4) ____ Never

7. To what extent is staff input solicited and utilized for improving the vocational program?

(1) ____ Extensively
(2) ____ Usually
(3) ____ Seldom
(4) ____ Never

8. Do you use the resources of local/area business and industry? *(Check all that apply)*

(1) ____ Arrange and/or conduct student tours of local businesses and industries
(2) ____ Assist students to find jobs in local firms
(3) ____ Have people from local businesses and industries speak to my students
(4) ____ Use equipment owned or given by local businesses and industry in my teaching
(5) ____ Meet with local people in business and industry to discuss and identify the competencies our graduates need
(6) ____ Meet with people in local business and industry to identify examples, activities and problems for my teaching
(7) ____ Other
____

9. With respect to equity, the following exist: *(Check all that apply)*

(1) ____ A written district equity plan
(2) ____ Information and/or in-servicing on civil rights and equal opportunity legislation
(3) ____ Information on the needs of males, females, minorities and special needs groups
(4) ____ Administration policies and procedures requiring nondiscrimination and equal access to all vocational education programs
(5) ____ Review of stereotyping and bias in instructional materials
(6) ____ Compliance data from Office of Civil Rights audit
(7) ____ Other ______________________________

10. Teachers are: *(Check all that apply)*

(1) ____ given adequate preparation time
(2) ____ provided adequate curriculum development time
(3) ____ provided adequate in-service on instructional practices and content
(4) ____ given access to appropriate and adequate in-school facilities

please turn page

With respect to school district programs, how adequate are the following:

	More Than Adequate		Adequate		Not Adequate	Do Not Know
11. Programs reflect the philosophy, goals and objectives in the local plan for vocational education	5	4	3	2	1	0
12. Programs are articulated outside the district and across local programs	5	4	3	2	1	0
13. Courses use comprehensive curriculum guides	5	4	3	2	1	0
14. Courses meet current DPI guidelines/standards	5	4	3	2	1	0
15. The local plan for vocational education is used in program design and implementation	5	4	3	2	1	0
16. The programs are adequately staffed	5	4	3	2	1	0
17. Needs of special needs students (disadvantaged, limited English proficiency, handicapped) are met in program planning and implementation.	5	4	3	2	1	0
18. Needs of male and female students are met in program planning and implementation.	5	4	3	2	1	0
19. Needs of racial minorities are met in program planning and implementation	5	4	3	2	1	0
20. Appropriate administrative support is given	5	4	3	2	1	0
21. Students receive factual and objective information from staff about vocational programs	5	4	3	2	1	0
22. Appropriate guidance services are provided for vocational education	5	4	3	2	1	0

23. In which of the following activities have you participated during the past two years to improve your professional competencies and expand your knowledge of your discipline or field? *(Check all that apply)*

(1) ____ Conferences and conventions
(2) ____ Educational college courses
(3) ____ Private or industry sponsored educational programs
(4) ____ Travel
(5) ____ VTAE courses/workshops
(6) ____ Work experiences
(7) ____ Workshops (in school or at other locations)
(8) ____ Memberships in professional associations

24. What did you learn as a result of the activities checked in item #23? *(Check all that apply)*

(1) ____ New developments in my discipline/field
(2) ____ Applications of my discipline to business and industry
(3) ____ New teaching techniques
(4) ____ New counseling techniques
(5) ____ Use of computers and software in my work
(6) ____ Use of audiovisual equipment and materials
(7) ____ Techniques for working with special needs students (disadvantaged and handicapped)
(8) ____ Selecting/developing nonbiased materials
(9) ____ Use of labor market information

25. A placement program is available to help students obtain additional education, training, or employment.

(1) ____ Yes
(2) ____ No

26. Progress has been made on implementing recommendations from the previous evaluation of our vocational programs.

(1) ____ Yes
(2) ____ No

27. Does your curriculum meet the needs of special needs students?

(1) ____ Yes
(2) ____ No

28. Administrators encourage us to work effectively with all students including those with special needs.

(1) ____ Yes
(2) ____ No

29. Are follow-up studies used to provide feedback for program improvement?

(1) ____ Yes
(2) ____ Not sure
(3) ____ No

30. Where male/female enrollment is not balanced, are steps taken in any of the following areas to prevent bias or discrimination? *(Check all that apply)*

(1) ____ Counseling materials/practice/procedures
(2) ____ Changing course titles
(3) ____ Instructional materials
(4) ____ Staff in-service
(5) ____ Curriculum revision/updating
(6) ____ Class scheduling
(7) ____ Affirmative Action - employment/students
(8) ____ Development of an equity plan
(9) ____ Not aware

31. During the last two years I have: *(Check all that apply)*

(1) ____ Attended an in-service session on how to better serve disadvantaged and handicapped learners
(2) ____ Participated in the development and use of the Individualized Education Plan (IEP) for all special needs students
(3) ____ Adapted my classrooms and laboratories for the handicapped
(4) ____ Modified methods, materials or content to meet individual handicapped learner needs

Thank you for responding

CVTAE/DPI **ADVISORY COMMITTEE OPINIONNIARE** **Form F1**
III 7302.F1-1 Secondary Vocational Program Evaluation *Page 1*

Advisory committees are an important part of the Vocational Education Programs. The evaluation now being conducted of the vocational programs in our high school includes an assessment of your feelings as an advisory committee member.

Please react to the following statements by circling the number which best describes your belief about each statement.

	Strongly Agree 5	Agree 4	3	Disagree 2	Strongly Disagree 1
1. Advice given by our advisory committee has been used by staff in vocational programs.	5	4	3	2	1
2. Our committee met often enough to accomplish its purpose.	5	4	3	2	1
3. Our committee has been involved in evaluating the adequacy of in-school facilities and equipment.	5	4	3	2	1
4. The philosophy and objectives of the program I advise are carried through in the program.	5	4	3	2	1
5. Our committee has identified goals for its work.	5	4	3	2	1
6. Our committee assisted in identifying needs of the community.	5	4	3	2	1
7. Our committee assisted in identifying local/area labor market needs.	5	4	3	2	1
8. Our committee is or has been involved in identifying specific occupational skills that need to be considered for the curriculum.	5	4	3	2	1
9. Our committee has helped in identifying new skills and technologies.	5	4	3	2	1
10. Articulation of programs and/or activities is occurring with other districts or CESA's	5	4	3	2	1
11. Articulation of programs and/or activities is occurring with post-secondary institutions.	5	4	3	2	1
Members of our advisory committee represent the interests of:					
12. employers and employees.	5	4	3	2	1
13. males and females.	5	4	3	2	1
14. minorities	5	4	3	2	1
15. special needs persons	5	4	3	2	1
16. A formal evaluation of programs is conducted and used in the overall program development	5	4	3	2	1
17. Prior evaluation findings have been used.	5	4	3	2	1
18. Community resources are identified and used effectively	5	4	3	2	1
19. The program I advise is preparing students for entry into nontraditional occupations.	5	4	3	2	1
20. The program I advise is preparing students for entry into new and/or future-oriented occupations	5	4	3	2	1
21. In-school facilities are appropriate and adequate	5	4	3	2	1
22. In-school equipment, text books, replacement schedules and maintenance agreements are appropriate and adequate.	5	4	3	2	1
23. Teaching methods include cooperative, project and/or simulation methods.	5	4	3	2	1
24. Agendas are used for meetings.	5	4	3	2	1
25. Advisory committee membership is rotated.	5	4	3	2	1

26. When is the most appropriate time to hold an advisory meeting: *(Check one)*

(1) ____ Breakfast
(2) ____ Lunch
(3) ____ Dinner
(4) ____ Evening
(5) ____ Other ______________________________

27. I am:

(1) ____ Male
(2) ____ Female

28. I am a representative of: *(Check one)*

(1) ____ Employers
(2) ____ Employees
(3) ____ Self-employed persons
(4) ____ Minorities
(5) ____ Special needs persons
(6) ____ Other ______________________________

29. Check the appropriate vocational program which identifies the advisory committee on which you serve. *(Check all that apply)*

(1) ____ Agriculture
(2) ____ Business Education
(3) ____ Health Occupations
(4) ____ Home Economics
(5) ____ Marketing Education
(6) ____ Technology Education/Industrial Education
(7) ____ Special Needs
(8) ____ Comprehensive vocational
(9) ____ Guidance and Counseling

30. How many times did the committee meet this past year?

(1) ____ Never
(2) ____ Once
(3) ____ 2-3 times
(4) ____ 4-6 times
(5) ____ 7-10 times
(6) ____ More than 10 times

What suggestions do you have for improving the advisory committee and/or this program?

____
____

Thank you for responding. Please return this form to the person from whom you received it.

CVTAE/DPI — **PARENT QUESTIONNAIRE** — **FORM G1**

III 7303.G1-1 — Secondary Vocational Program Evaluation — *Page 1*

Student Name

High School

Area of High School Vocational Preparation

(For School Use)

1.

IPC	SEQUENCE	CE

2.

AG	BE	HO	HE	ME	TE
1	2	3	4	5	6

3.

AIN	API	BNH	HIS	WNH
1	2	3	4	5

4.

H	DL	DO

5.

Student	
Male	Female

6.

9	10	11	12	GRAD

START HERE

7. I feel the help given my child in making a career choice was:

(1) ____ very satisfactory
(2) ____ satisfactory
(3) ____ in need of some improvement
(4) ____ not at all satisfactory

8. I feel the education and preparation my child received for this career choice was:

(1) ____ very satisfactory
(2) ____ satisfactory
(3) ____ in need of some improvement
(4) ____ not at all satisfactory

9. I feel I had adequate input into the development of educational and/or vocational goals for my child.

(1) ____ Yes
(2) ____ Not sure
(3) ____ No

10. When did your child make a decision about his/her future career?

(1) ____ in elementary school
(2) ____ in Grades 7-9
(3) ____ in Grades 10-11
(4) ____ in Grade 12
(5) ____ after high school graduation
(6) ____ undecided

11. Was your child able to enter vocational education courses related to his/her career choice?

(1) ____ Yes
(2) ____ Not sure
(3) ____ No

12. Do you feel vocational courses including career exploration and the development of saleable job skills should be part of the high school program?

(1) ____ Yes
(2) ____ Not sure
(3) ____ No

13. Do you feel instruction in career seeking skills such as job applications, interviewing, etc. are adequate for your child?

(1) ____ Yes
(2) ____ Not sure
(3) ____ No

14. Do you feel your child is being prepared for new and/or future oriented occupations?

(1) ____ Yes
(2) ____ Not sure
(3) ____ No

15. Are students being prepared for nontraditional occupations? (males for traditional female occupations and vice versa)

(1) ____ Yes
(2) ____ Not sure
(3) ____ No

... Please turn page ...

16. How could your child's vocational preparation have been improved?

17. How could your child's general education preparation have been improved?

18. How could your child's vocational guidance service have been improved?

19. Were you aware of vocational program alternatives as your child made course selection decisions?

... Thank you for responding ...

Wisconsin Department of Public Instruction

SECONDARY VOCATIONAL PROGRAM EVALUATION PROJECT

Dear Parent of ______________________:

We are presently doing an evaluation of our school district's vocational programs. We feel that parent opinions about the program are important and will help us to improve our courses in the future.

Please answer the following questions and return the survey in the enclosed envelope. Your response will be held in strict confidence. No names will be published.

Vocational education is that part of education which prepares students with job skills for future employment . Such programs include agriculture, business education, health occupations, home economics, marketing education, and technology education.

Herbert J. Grover,
State Superintendent

Richard Dignan, Director
Bureau for Vocational
Education

The Department of Public Instruction does not discriminate on the basis of race, sex, age, religion, handicap or national origin.

CVTAE/DPI — *III 7304.HI-1*

ARTICULATION QUESTIONNAIRE
Secondary Vocational Program Evaluation

Form HI — *Page 1*

Please respond to the following statements as they relate to articulation between secondary and post-secondary vocational programs and between vocational and general education programs in your school. Your thoughtful responses will aid in improving coordination.

1. My secondary school position is: *(Check one) (if you work in a VTAE system, go to item #2)*

(1) ____ district administrator
(2) ____ CESA administrator
(3) ____ LVEC
(4) ____ principal
(5) ____ vocational instructor
(6) ____ counselor
(7) ____ special needs
(8) ____ CESA vocational education specialist

2. My VTAE district position is: *(Check one) (if you work in a secondary school system, go to item #3)*

(1) ____ district director
(2) ____ instructional services administrator
(3) ____ adult and continuing education administrator
(4) ____ counselor
(5) ____ vocational instructor
(6) ____ high school relations administrator
(7) ____ campus administrator
(8) ____ special needs

3. Do you serve on a vocational advisory committee in: *(Check all that apply)*

(1) ____ a secondary program
(2) ____ a VTAE program
(3) ____ a joint secondary/VTAE program

4. Do you participate in articulation meetings with: *(Check all that apply)*

(1) ____ secondary vocational staff
(2) ____ secondary nonvocational staff
(3) ____ LVEC(s)
(4) ____ secondary counselors
(5) ____ secondary special needs staff
(6) ____ VTAE vocational staff
(7) ____ VTAE administrative staff
(8) ____ VTAE counselors
(9) ____ VTAE special needs staff

5. Are instructional provisions made for advanced placement of vocational students in/from another institution?

(1) ____ Yes
(2) ____ Not sure
(3) ____ No

6. Is data gathered on the post-high school performance (GPA) of vocational graduates?

(1) ____ Yes
(2) ____ Not sure
(3) ____ No

7. Is data gathered on the percentage of high school graduates attending school in a related post-secondary field?

(1) ____ Yes
(2) ____ Not sure
(3) ____ No

8. Do secondary graduates have the skills and knowledge needed to enter post-secondary training?

(1) ____ Yes
(2) ____ Not sure
(3) ____ No

As a vocational staff member, do you feel you articulate with staff in other vocational institutions in the following areas:

	Strongly Agree 5	Agree 4	3	Disagree 2	Strongly Disagree 1
9. Curriculum development	5	4	3	2	1
10. Identification of community resources	5	4	3	2	1
11. Advanced placement	5	4	3	2	1
12. Co-op programs	5	4	3	2	1
13. Shared facilities	5	4	3	2	1
14. Shared staff	5	4	3	2	1
15. Placement services	5	4	3	2	1
16. Employer follow-up	5	4	3	2	1
17. Graduate follow-up	5	4	3	2	1
18. Business and industry partnerships	5	4	3	2	1
19. Philosophy of vocational education	5	4	3	2	1
20. Professional development experiences	5	4	3	2	1
21. Certification of staff	5	4	3	2	1
22. Exemplary projects	5	4	3	2	1
23. Mutual legislative concerns	5	4	3	2	1
24. Alternative educational delivery strategies	5	4	3	2	1
25. Needs assessment	5	4	3	2	1
26. Administration of JTPA funds	5	4	3	2	1

Suggestions for improving articulation

____

____

Thank you for responding.

CVTAE/DPI **BOARD OF EDUCATION OPINIONNAIRE** **Form J1**
III 7305.J1-1 Secondary Vocational Program Evaluation *Page 1*

As part of the evaluation of our school district's vocational education program being conducted by the Department of Public Instruction, it is important that we know your feelings. Please react to the following statements. Write comments on this form or attach an additional sheet.

1. To what extent are you aware of the general philosophy and objectives of the vocational education program in your district?

(1) ____ Very aware
(2) ____ Aware
(3) ____ Not aware

2. To what extent are you aware of the general needs of the students served by the vocational education program in your district?

(1) ____ Very aware
(2) ____ Aware
(3) ____ Not aware

3. Using the past school year as a reference, at what percentage of board meetings did you discuss items relating to the vocational education programs?

(1) ____ Over 50%
(2) ____ 25 to 50%
(3) ____ 5 to 10%
(4) ____ Less than 5%

4. In looking at the total school operation in your district, how do you perceive the value of vocational education programs as compared to general or college preparation programs?

(1) ____ Great value
(2) ____ Moderate value
(3) ____ Little value
(4) ____ No value

5. In the course of the past school year, how much contact from electors in your district would you estimate you have had related to vocational education programs? (Contact refers to phone calls, letters, conversations, etc.)

(1) ____ A great deal of contact
(2) ____ A moderate amount of contact
(3) ____ Very little contact
(4) ____ No contact

Please respond to the following statements by circling the response that most closely matches your opinion:

	Strongly Agree 5	Agree 4	3	Disagree 2	Strongly Disagree 1
6. One function of a high school is to develop vocational skills in all its students.	5	4	3	2	1
7. Most students who take vocational education in high schools have other scholastic skills.	5	4	3	2	1
8. In my community many people favor an increase in vocational education in the high school.	5	4	3	2	1
9. It is appropriate to offer vocational education in high school	5	4	3	2	1
10. There should be more money set aside in the school budget for vocational programs.	5	4	3	2	1
11. Most vocational education programs offered today in high school are up-to-date.	5	4	3	2	1
12. Vocational education programs prepare high school students for a range of job opportunities potentially available to them.	5	4	3	2	1
13. For many students in high school there should be a greater emphasis on earning a living through vocational education programs.	5	4	3	2	1
14. It is important to provide students with vocational courses as well as other educational opportunities.	5	4	3	2	1
15. Vocational education should be encouraged more among high school students.	5	4	3	2	1
16. The vocational education program in high school should be intended for all youth.	5	4	3	2	1
17. My community along or in conjunction with other communities should provide a wide variety of vocational education programs to fit the abilities of most students not going to college.	5	4	3	2	1
18. Vocational education in high school makes enough students useful members of society to justify its costs.	5	4	3	2	1
19. Good vocational education programs in public schools attract new industry or hold industry in the area.	5	4	3	2	1
20. Taking vocational education courses helps students pursue further education after high school.	5	4	3	2	1
21. A graduate of a high school vocational education program has many job skills to use in post-high school employment.	5	4	3	2	1
22. Students should begin vocational education during high school.	5	4	3	2	1
23. A high school graduate of a vocational education program impresses me greatly.	5	4	3	2	1

Thank you for responding.

Appendix B

COMPUTER TABLES

Page

B1 One-Year Graduate Follow-up 197

B2 Five-Year Graduate Follow-up 225

B3 Student Non-Completer Follow-up 243

C1 One-Year Employer Follow-up 251

C2 Five-Year Employer Follow-up 273

D1 Student Questionnaire 291

D3 Middle/Junior High Student Questionnaires 319

E1 Vocational Staff Questionnaire 339

E2 Nonvocational Staff Questionnaire 345

F1 Advisory Committee Questionnaire 351

G1 Parent Questionnaire 355

H1 Articulation Questionnaire 369

J1 Board of Education Opinionnaire 373

B1

One-Year Graduate Follow-up

Secondary Vocational Program Evaluation
Cycle 3 Composite Report
1987-1991 Evaluation Data

Table B1

Graduate - One-Year Follow-up Study

	Total	
Item Statement	N	%
1. Program enrolled in: Omit.	24	0.2
(1) Instructional Program Component (IPC)	3683	29.1
(2) Sequence Course	5694	45.0
(3) General Education Program	3256	25.7
2. Vocational course area: Omit.	3294	26.0
(1) Agriculture	618	4.9
(2) Business Education	3844	30.4
(3) Health Occupations	55	0.4
(4) Home Economics	1412	11.2
(5) Marketing Education	685	5.4
(6) Technology Education	2750	21.7
3. Special Needs Students: Omit.	10761	85.0
(1) Handicapped (H)	478	3.8
(2) Disadvantaged - Limited English Proficient (DL)	59	0.5
(3) Disadvantaged - Other (DO)	1358	10.7
4. Ethnic Group: Omit.	121	1.0
(1) American Indian or Alaskan Native (AIN)	89	0.7
(2) Asian or Pacific Islander (API) (Includes Indian Subcontinent Origin)	97	0.8
(3) Black (BNH) (Not of Hispanic Origin)	48	0.4
(4) Hispanic (HIS) (Mexican, Puerto Rican, Cuban or other Spanish Culture)	53	0.4
(5) White (WNH) (Not of Hispanic Origin)	12250	96.8
5. Sex: Omit.	11	0.1
(1) Male	5924	46.8
(2) Female	6721	53.1

Secondary Vocational Program Evaluation
Cycle 3 Composite Report
1987-1991 Evaluation Data

Table B1
Page B1.A1
Graduate - One-Year Follow-up Study

Item Statement	Total N %	Male N %	Female N %
6. I am presently: Full-time - 32 hrs/week or more, Part-time - less than 32 hrs/week. Omit.	33 0.3	12 0.2	18 0.3
(1) Employed FULL-time in a nonmilitary occupation .	2650 20.9	1480 25.0	1169 17.4
(2) Employed FULL-time in the military service . . .	489 3.9	417 7.0	71 1.1
(3) Employed PART-time--not in school.	704 5.6	233 3.9	468 7.0
(4) Employed PART-time while in school	3835 30.3	1486 25.1	2349 35.0
(5) FULL-time student--not employed.	4251 33.6	2014 34.0	2232 33.2
(6) Unemployed, but looking for paid employment. . .	438 3.5	186 3.1	252 3.7
(7) Unemployed, not looking for paid employment. . .	259 2.0	97 1.6	162 2.4
7. Do you own or operate your own business? Omit.	4843 38.3	2263 38.2	2573 38.3
(1) Yes, full-time	49 0.4	39 0.7	9 0.1
(2) Yes, part-time	108 0.9	83 1.4	24 0.4
(3) No	7655 60.5	3537 59.7	4115 61.2
8. What is your present hourly wage including tips? (Do not include overtime)	$ 4.81 6588	$ 5.22 2876	$ 4.50 3712
10. May we contact your supervisor in our Employer Follow-up? Omit.	5997 47.4	2893 48.8	3093 46.0
(1) Yes.	4281 33.8	1796 30.3	2483 36.9
(2) No	2380 18.8	1235 20.8	1145 17.0
12. Did your high school preparation help you to obtain your present job? (Check one) Omit.	5204 41.1	2455 41.4	2742 40.8
(1) Considerably	1077 8.5	501 8.5	576 8.6
(2) Somewhat	2164 17.1	999 16.9	1160 17.3
(3) Very little.	1493 11.8	699 11.8	794 11.8
(4) None	2720 21.5	1270 21.4	1449 21.6

Table B1
Page B1.A2
Graduate - One-Year Follow-up Study

Item Statement	Total N %	Male N %	Female N %
13. Is this job related to your area of high school vocational preparation? (Check one) Omit.	5241	2473	2760
	41.4	41.7	41.1
(1) Directly related	870	429	441
	6.9	7.2	6.6
(2) Somewhat related	2564	1174	1388
	20.3	19.8	20.7
(3) Not related.	3984	1849	2132
	31.5	31.2	31.7
14. What parts of your high school job training preparation have been of greatest value in your present job? (Check all that apply) Omit.	6002	2862	3132
	47.4	48.3	46.6
(1) General job skills	3751	1690	2058
	29.6	28.5	30.6
(2) Specific job skills.	1192	569	622
	9.4	9.6	9.3
(3) Career awareness	1567	635	931
	12.4	10.7	13.9
(4) General preparation.	2450	1075	1374
	19.4	18.1	20.4
(5) English skills used in vocational classes. . . .	1449	475	972
	11.4	8.0	14.5
(6) Math skills used in vocational classes	1982	924	1055
	15.7	15.6	15.7
(7) Science skills used in vocational classes. . . .	367	244	122
	2.9	4.1	1.8
(8) Computer skills.	1415	413	1002
	11.2	7.0	14.9
(9) Other.	722	315	407
	5.7	5.3	6.1
15. How do you feel about the vocational courses you took at your high school? (Check one) Omit.	804	440	363
	6.4	7.4	5.4
(1) I was very Satisfied	2701	1310	1390
	21.3	22.1	20.7
(2) I was Satisfied.	7187	3257	3925
	56.8	55.0	58.4
(3) I was UNsatisfied.	476	254	222
	3.8	4.3	3.3
(4) I was very UNsatisfied	123	76	47
	1.0	1.3	0.7
(5) I did not take any vocational courses.	1364	589	769
	10.8	9.9	11.4
16. Do you feel vocational courses, including career exploration and the development of saleable job skills, should be part of the high school program? Omit.	950	514	434
	7.5	8.7	6.5
(1) Yes.	9982	4505	5468
	78.9	76.0	81.4
(2) Not sure	1469	754	713
	11.6	12.7	10.6
(3) No	249	145	104
	2.0	2.4	1.5

Secondary Vocational Program Evaluation
Cycle 3 Composite Report
1987-1991 Evaluation Data

Table B1
Page B1.A3
Graduate - One-Year Follow-up Study

Item Statement	Total N %	Male N %	Female N %
17. I am currently attending the following school/ educational program? (Check one) Omit.	660 5.2	415 7.0	244 3.6
(1) A vocational-technical school diploma program one-year or less	634 5.0	261 4.4	373 5.5
(2) A vocational-technical school two-year associate degree program	1413 11.2	614 10.4	799 11.9
(3) A two-year UW-Center program	702 5.5	348 5.9	354 5.3
(4) A four-year university system or college program	5598 44.2	2430 41.0	3161 47.0
(5) An apprenticeship program.	82 0.6	69 1.2	13 0.2
(6) An in-service or on-the-job training program . .	215 1.7	145 2.4	70 1.0
(7) Private school program	267 2.1	88 1.5	178 2.6
(8) I am not attending school.	2830 22.4	1396 23.6	1430 21.3
(9) Other.	343 2.7	194 3.3	148 2.2
18. If you checked a school/educational program in Question 17, please list your current program/area of training. Omit.	3184 25.2	1679 28.3	1502 22.3
(1) Related VTAE	1386 10.9	662 11.2	724 10.8
(2) Related four-year university	1959 15.5	958 16.2	1000 14.9
(3) Other related.	386 3.0	226 3.8	160 2.4
(4) Not related to secondary training.	2498 19.7	984 16.6	1514 22.5
(5) GE graduates	3243 25.6	1414 23.9	1820 27.1

Item Statement	*Rating Scale* *5 = More than Adequate* *3 = Adequate* *1 = Not Adequate*	*Total* *Mean* *StD* *N*	*Male* *Mean* *StD* *N*	*Female* *Mean* *StD* *N*
19-31: In general, how adequate was your high school preparation in the following situations or life skills?				
19. Seeking a job.		3.115 1.005 11132	3.090 0.998 5086	3.136 1.010 6037
20. Learning specific job skills		3.096 1.020 11123	3.063 1.014 5084	3.123 1.024 6030
21. Learning specific job knowledge.		3.126 1.009 11101	3.084 1.010 5076	3.162 1.007 6016
22. Getting along with other workers		3.517 1.019 11096	3.475 1.005 5058	3.554 1.028 6029
23. Being able to talk to your boss about your problems.		3.092 1.103 11085	3.112 1.087 5054	3.075 1.116 6022

Item Statement	*Rating Scale* *5 = More than Adequate* *3 = Adequate* *1 = Not Adequate*	*Total Mean StD N*	*Male Mean StD N*	*Female Mean StD N*
24. Understanding the value and importance of work . . .		3.653 1.035 11108	3.559 1.039 5064	3.733 1.025 6035
25. Solving problems on the job.		3.364 1.024 11061	3.389 1.022 5052	3.343 1.026 6000
26. Understanding the U.S. and world economic systems (supply-demand, inflation, recession, etc)		3.226 1.130 11140	3.321 1.114 5083	3.146 1.138 6048
27. Understanding how a business makes a profit.		3.417 1.065 11083	3.478 1.051 5062	3.366 1.074 6012
28. Understanding alternatives for solving home and family-related problems.		3.106 1.051 11044	2.962 1.018 5040	3.227 1.063 5995
29. Understanding child growth and development and parenting responsibilities		3.132 1.159 11068	2.846 1.079 5046	3.374 1.170 6013
30. Managing career responsibilities with home and family responsibilities		3.111 1.049 11011	2.963 1.002 5016	3.237 1.071 5986
31. Applying basic skill preparation in math, reading, writing, spelling, speaking, listening to everyday problems		3.856 0.955 11173	3.779 0.975 5102	3.922 0.934 6062
32-42: In general, how adequate was the career planning assistance and information you received at your high school?				
32. Determining my skills, interests and abilities . . .		3.324 1.038 11206	3.322 1.031 5108	3.326 1.044 6089
33. Opportunity to hear speakers from the world of work.		2.944 1.129 11173	2.925 1.117 5095	2.960 1.139 6069
34. Presentation of role models in nontraditional areas (i.e., female mechanics/male nurses)		2.552 1.077 11108	2.539 1.046 5043	2.563 1.102 6056
35. New and/or future-oriented occupations		2.932 1.036 11126	2.977 1.021 5067	2.895 1.047 6050
36. Jobs held by primarily males or primarily females. .		2.886 0.945 11056	2.893 0.917 5037	2.882 0.968 6010
37. Occupations which have local job opportunities . . .		2.979 1.020 11065	2.999 1.010 5043	2.961 1.029 6013
38. Jobs which have become outdated, overcrowded or offer no opportunity for advancement		2.896 1.002 11020	2.909 0.978 5018	2.885 1.023 5993

Secondary Vocational Program Evaluation
Cycle 3 Composite Report
1987-1991 Evaluation Data

Table B1
Page B1.A5
Graduate - One-Year Follow-up Study

Item Statement	*Rating Scale* *5 = More than Adequate* *3 = Adequate* *1 = Not Adequate*	*Total* *Mean* *StD* *N*	*Male* *Mean* *StD* *N*	*Female* *Mean* *StD* *N*
39. Post-high school vocational education opportunities related to my career goal.		3.201 1.096 11063	3.221 1.083 5046	3.185 1.106 6008
40. Job alternatives related to my career goal		3.088 1.076 11079	3.106 1.056 5049	3.073 1.094 6021
41. How to find a job/how to apply for a job		3.432 1.159 11124	3.357 1.129 5078	3.495 1.181 6037
42. How to start a business.		2.432 1.119 11083	2.471 1.115 5054	2.399 1.122 6020

Item Statement	*Rating Scale* *5 = Very Helpful* *1 = Not at all Helpful*	*Total* *Mean* *StD* *N*	*Male* *Mean* *StD* *N*	*Female* *Mean* *StD* *N*
43-53: During my high school career, I have received help in studying and planning for a career from the following sources:				
43. Instructors: vocational		3.362 1.253 10824	3.440 1.255 4971	3.296 1.248 5845
44. Instructors: academic		3.485 1.114 11077	3.441 1.117 5056	3.522 1.110 6012
45. Instructors: technical school		2.722 1.270 9771	2.834 1.290 4492	2.626 1.245 5273
46. Counselors (guidance staff).		3.262 1.303 11087	3.253 1.284 5047	3.269 1.319 6031
47. Friends/classmates		3.495 1.088 11011	3.435 1.083 5003	3.544 1.089 5999
48. Parents.		3.963 1.050 11140	3.920 1.030 5070	3.999 1.065 6061
49. Relatives.		3.265 1.217 11032	3.191 1.209 5023	3.326 1.220 6000
50. Employers.		3.048 1.259 10885	3.024 1.265 4956	3.068 1.255 5920
51. Job Service.		2.021 1.158 10413	2.001 1.140 4762	2.039 1.173 5642
52. Newspapers/magazines/television.		2.689 1.200 10750	2.589 1.190 4899	2.773 1.202 5842
53. Other (please list).		4.476 0.902 647	4.381 0.997 307	4.562 0.798 340

Secondary Vocational Program Evaluation
Cycle 3 Composite Report
1987-1991 Evaluation Data

Table B1
Page B1.B1
Graduate - One-Year Follow-up Study

Item Statement	IPC N %	SEQ N %	GE N %
6. I am presently: Full-time - 32 hrs/week or more, Part-time - less than 32 hrs/week. Omit.	13 0.4	10 0.2	10 0.3
(1) Employed FULL-time in a nonmilitary occupation .	1123 30.5	1166 20.5	356 10.9
(2) Employed FULL-time in the military service . . .	152 4.1	233 4.1	104 3.2
(3) Employed PART-time--not in school.	227 6.2	362 6.4	113 3.5
(4) Employed PART-time while in school	1151 31.3	1678 29.5	1002 30.8
(5) FULL-time student--not employed.	841 22.8	1904 33.4	1492 45.8
(6) Unemployed, but looking for paid employment. . .	126 3.4	215 3.8	97 3.0
(7) Unemployed, not looking for paid employment. . .	50 1.4	127 2.2	82 2.5
7. Do you own or operate your own business? Omit.	1037 28.2	2170 38.1	1622 49.8
(1) Yes, full-time	34 0.9	11 0.2	4 0.1
(2) Yes, part-time	50 1.4	39 0.7	19 0.6
(3) No	2560 69.5	3473 61.0	1611 49.5
8. What is your present hourly wage including tips? (Do not include overtime)	$ 5.04 2270	$ 4.74 2975	$ 4.60 1338
10. May we contact your supervisor in our Employer Follow-up? Omit.	1368 37.1	2679 47.0	1934 59.4
(1) Yes.	1503 40.8	1990 34.9	788 24.2
(2) No	812 22.0	1025 18.0	534 16.4
12. Did your high school preparation help you to obtain your present job? (Check one) Omit.	1111 30.2	2330 40.9	1749 53.7
(1) Considerably	673 18.3	292 5.1	111 3.4
(2) Somewhat	818 22.2	1011 17.8	331 10.2
(3) Very little.	377 10.2	759 13.3	355 10.9
(4) None	704 19.1	1302 22.9	710 21.8

Table B1
Page B1.B2
Graduate - One-Year Follow-up Study

Item Statement	IPC N	IPC %	SEQ N	SEQ %	GE N	GE %
13. Is this job related to your area of high school vocational preparation? (Check one) Omit.	1100	29.9	2348	41.2	1777	54.6
(1) Directly related	607	16.5	214	3.8	48	1.5
(2) Somewhat related	997	27.1	1199	21.1	361	11.1
(3) Not related.	979	26.6	1934	34.0	1070	32.9
14. What parts of your high school job training preparation have been of greatest value in your present job? (Check all that apply) Omit.	1346	36.5	2657	46.7	1983	60.9
(1) General job skills	1476	40.1	1669	29.3	601	18.5
(2) Specific job skills.	662	18.0	418	7.3	108	3.3
(3) Career awareness	663	18.0	626	11.0	277	8.5
(4) General preparation.	870	23.6	1089	19.1	486	14.9
(5) English skills used in vocational classes.	530	14.4	624	11.0	293	9.0
(6) Math skills used in vocational classes	698	19.0	936	16.4	347	10.7
(7) Science skills used in vocational classes.	120	3.3	160	2.8	87	2.7
(8) Computer skills.	579	15.7	609	10.7	223	6.8
(9) Other.	266	7.2	316	5.5	140	4.3
15. How do you feel about the vocational courses you took at your high school? (Check one) Omit.	230	6.2	334	5.9	240	7.4
(1) I was very Satisfied	1247	33.9	1065	18.7	384	11.8
(2) I was Satisfied.	1975	53.6	3585	63.0	1612	49.5
(3) I was UNsatisfied.	126	3.4	218	3.8	131	4.0
(4) I was very UNsatisfied	33	0.9	55	1.0	34	1.0
(5) I did not take any vocational courses.	72	2.0	437	7.7	852	26.2
16. Do you feel vocational courses, including career exploration and the development of saleable job skills, should be part of the high school program? Omit.	262	7.1	399	7.0	287	8.8
(1) Yes.	3030	82.3	4548	79.9	2382	73.2
(2) Not sure	352	9.6	649	11.4	467	14.3
(3) No	39	1.1	94	1.7	116	3.6

Secondary Vocational Program Evaluation
Cycle 3 Composite Report
1987-1991 Evaluation Data

Table B1
Page B1.B3
Graduate - One-Year Follow-up Study

Item Statement	IPC N %	SEQ N %	GE N %
17. I am currently attending the following school/ educational program? (Check one) Omit.	237 6.4	285 5.0	138 4.2
(1) A vocational-technical school diploma program one-year or less	266 7.2	299 5.3	68 2.1
(2) A vocational-technical school two-year associate degree program	564 15.3	688 12.1	159 4.9
(3) A two-year UW-Center program	191 5.2	355 6.2	156 4.8
(4) A four-year university system or college program	1084 29.4	2345 41.2	2154 66.2
(5) An apprenticeship program.	43 1.2	28 0.5	10 0.3
(6) An in-service or on-the-job training program . .	71 1.9	117 2.1	27 0.8
(7) Private school program	58 1.6	134 2.4	75 2.3
(8) I am not attending school.	1067 29.0	1335 23.4	421 12.9
(9) Other.	131 3.6	145 2.5	67 2.1
18. If you checked a school/educational program in Question 17, please list your current program/area of training. Omit.	1383 37.6	1755 30.8	22 0.7
(1) Related VTAE	708 19.2	678 11.9	0 0.0
(2) Related four-year university	766 20.8	1193 21.0	0 0.0
(3) Other related.	188 5.1	196 3.4	2 0.1
(4) Not related to secondary training.	635 17.2	1859 32.6	4 0.1
(5) GE graduates	3 0.1	12 0.2	3227 99.1

Item Statement	*Rating Scale* *5 = More than Adequate* *3 = Adequate* *1 = Not Adequate*	*IPC* *Mean* *StD* *N*	*SEQ* *Mean* *StD* *N*	*GE* *Mean* *StD* *N*
19-31: In general, how adequate was your high school preparation in the following situations or life skills?				
19. Seeking a job.		3.428 1.020 3210	3.025 0.952 5098	2.922 0.998 2803
20. Learning specific job skills		3.470 0.999 3214	3.032 0.977 5092	2.784 0.988 2797
21. Learning specific job knowledge.		3.475 0.992 3210	3.058 0.965 5083	2.851 0.997 2788
22. Getting along with other workers		3.758 0.980 3201	3.452 1.009 5071	3.364 1.029 2804
23. Being able to talk to your boss about your problems.		3.319 1.107 3198	3.008 1.082 5077	2.986 1.097 2791

Graduate - One-Year Follow-up Study

Item Statement	*Rating Scale* *5* = *More than Adequate* *3* = *Adequate* *1* = *Not Adequate*	*IPC* *Mean* *StD* *N*	*SEQ* *Mean* *StD* *N*	*GE* *Mean* *StD* *N*
24. Understanding the value and importance of work . . .		3.840 0.999 3203	3.598 1.021 5082	3.542 1.070 2803
25. Solving problems on the job.		3.595 1.005 3189	3.281 0.991 5073	3.252 1.061 2779
26. Understanding the U.S. and world economic systems (supply-demand, inflation, recession, etc)		3.184 1.115 3202	3.250 1.117 5089	3.234 1.168 2829
27. Understanding how a business makes a profit.		3.537 1.039 3195	3.429 1.041 5070	3.263 1.115 2798
28. Understanding alternatives for solving home and family-related problems.		3.120 1.056 3174	3.149 1.034 5061	3.013 1.069 2791
29. Understanding child growth and development and parenting responsibilities		3.099 1.159 3182	3.227 1.152 5069	2.999 1.158 2798
30. Managing career responsibilities with home and family responsibilities		3.199 1.046 3167	3.154 1.030 5050	2.934 1.065 2775
31. Applying basic skill preparation in math, reading, writing, spelling, speaking, listening to everyday problems		3.841 0.947 3213	3.837 0.952 5100	3.911 0.967 2840
32-42: In general, how adequate was the career planning assistance and information you received at your high school?				
32. Determining my skills, interests and abilities . . .		3.468 1.019 3218	3.282 1.022 5102	3.239 1.069 2864
33. Opportunity to hear speakers from the world of work.		3.147 1.140 3208	2.862 1.094 5098	2.865 1.148 2845
34. Presentation of role models in nontraditional areas (i.e., female mechanics/male nurses)		2.679 1.101 3187	2.538 1.062 5069	2.436 1.062 2830
35. New and/or future-oriented occupations		3.067 1.030 3194	2.907 1.017 5077	2.830 1.059 2833
36. Jobs held by primarily males or primarily females. .		3.020 0.955 3178	2.878 0.922 5054	2.753 0.952 2802
37. Occupations which have local job opportunities . . .		3.194 1.033 3180	2.940 0.983 5053	2.807 1.031 2811
38. Jobs which have become outdated, overcrowded or offer no opportunity for advancement		3.046 1.003 3167	2.867 0.991 5039	2.779 1.003 2794

Table B1
Page B1.B5
Graduate - One-Year Follow-up Study

Item Statement	*Rating Scale* *5 = More than Adequate* *3 = Adequate* *1 = Not Adequate*	*IPC Mean*	*IPC StD*	*IPC N*	*SEQ Mean*	*SEQ StD*	*SEQ N*	*GE Mean*	*GE StD*	*GE N*
39. Post-high school vocational education opportunities related to my career goal.		3.416	1.067	3179	3.165	1.075	5050	3.028	1.126	2813
40. Job alternatives related to my career goal		3.327	1.069	3189	3.051	1.039	5054	2.886	1.100	2814
41. How to find a job/how to apply for a job		3.839	1.062	3196	3.363	1.130	5080	3.103	1.182	2826
42. How to start a business.		2.731	1.199	3191	2.385	1.074	5059	2.182	1.025	2811

Item Statement	*Rating Scale* *5 = Very Helpful* *1 = Not at all Helpful*	*IPC Mean*	*IPC StD*	*IPC N*	*SEQ Mean*	*SEQ StD*	*SEQ N*	*GE Mean*	*GE StD*	*GE N*
43-53: During my high school career I have received help in studying and planning for a career from the following sources:										
43. Instructors: vocational		3.870	1.134	3191	3.325	1.187	4974	2.820	1.267	2638
44. Instructors: academic		3.379	1.113	3167	3.425	1.100	5049	3.713	1.107	2839
45. Instructors: technical school		2.995	1.303	2839	2.733	1.234	4541	2.375	1.212	2373
46. Counselors (guidance staff).		3.186	1.319	3170	3.303	1.283	5053	3.275	1.318	2842
47. Friends/classmates		3.467	1.104	3166	3.503	1.086	5011	3.514	1.072	2813
48. Parents.		3.899	1.061	3191	3.950	1.054	5077	4.055	1.026	2851
49. Relatives.		3.239	1.241	3170	3.254	1.202	5036	3.311	1.216	2806
50. Employers.		3.323	1.263	3145	2.991	1.226	4980	2.833	1.261	2740
51. Job Service.		2.057	1.220	3003	2.052	1.144	4786	1.926	1.101	2605
52. Newspapers/magazines/television.		2.683	1.222	3081	2.693	1.184	4921	2.691	1.202	2729
53. Other (please list).		4.506	0.879	170	4.322	1.000	270	4.650	0.742	206

Secondary Vocational Program Evaluation
Cycle 3 Composite Report
1987-1991 Evaluation Data

Table B1
Page B1.C1
Graduate - One-Year Follow-up Study

Item Statement	AG N %	BE N %	HO N %	HE N %	ME N %	TE N %
6. I am presently: Full-time - 32hrs/week or more, Part-time - less than 32 hrs/ week. Omit. . . .	0 0.0	6 0.2	0 0.0	5 0.4	2 0.3	9 0.3
(1) Employed FULL-time in a non-military occupation	222 35.9	635 16.5	10 18.2	358 25.4	125 18.2	935 34.0
(2) Employed FULL-time in the military service	29 4.7	63 1.6	0 0.0	26 1.8	13 1.9	252 9.2
(3) Employed PART-time--not in school	36 5.8	215 5.6	3 5.5	152 10.8	35 5.1	147 5.3
(4) Employed PART-time while in school	147 23.8	1357 35.3	20 36.4	407 28.8	267 39.0	629 22.9
(5) Full-time student--not employed .	159 25.7	1381 35.9	19 34.5	322 22.8	222 32.4	641 23.3
(6) Unemployed, but looking for paid employment.	19 3.1	124 3.2	3 5.5	86 6.1	14 2.0	95 3.5
(7) Unemployed, not looking for paid employmen	6 1.0	63 1.6	0 0.0	56 4.0	7 1.0	43 1.6
7. Do you own or operate your own business? Omit. . . .	186 30.1	1487 38.7	29 52.7	452 32.0	244 35.6	804 29.2
(1) Yes, full-time	18 2.9	7 0.2	0 0.0	3 0.2	0 0.0	17 0.6
(2) Yes, part-time	19 3.1	16 0.4	0 0.0	5 0.4	9 1.3	40 1.5
(3) No	395 63.9	2333 60.7	26 47.3	952 67.4	432 63.1	1887 68.6
8. What is your present hourly wage including tips?	$5.11 319	$4.62 2080	$4.15 26	$4.51 848	$4.71 395	$5.39 1569
10. May we contact your supervisor in our Employer Follow-up? Omit. . . .	248 40.1	1770 46.0	33 60.0	566 40.1	295 43.1	1129 41.1
(1) Yes	254 41.1	1407 36.6	16 29.1	577 40.9	271 39.6	965 35.1
(2) No.	116 18.8	667 17.4	6 10.9	269 19.1	119 17.4	656 23.9
12. Did your high school preparation help you obtain your present job? (Check one) Omit. .	188 30.4	1576 41.0	29 52.7	488 34.6	265 38.7	890 32.4
(1) Considerably.	79 12.8	388 10.1	7 12.7	97 6.9	95 13.9	297 10.8
(2) Somewhat.	140 22.7	656 17.1	7 12.7	290 20.5	148 21.6	587 21.3
(3) Very little	90 14.6	415 10.8	2 3.6	202 14.3	69 10.1	356 12.9
(4) None.	121 19.6	809 21.0	10 18.2	335 23.7	108 15.8	620 22.5

Item Statement	AG N %	BE N %	HO N %	HE N %	ME N %	TE N %
13. Is this job related to your area of high school preparation? Omit. . . .	197	1587	23	489	267	881
	31.9	41.3	41.8	34.6	39.0	32.0
(1) Directly related	86	293	8	83	83	266
	13.9	7.6	14.5	5.9	12.1	9.7
(2) Somewhat related	183	820	11	325	189	667
	29.6	21.3	20.0	23.0	27.6	24.3
(3) Not related.	152	1144	13	515	146	937
	24.6	29.8	23.6	36.5	21.3	34.1
14. What parts of your high school job training preparation have been of greatest value in your present job? (Check all that apply) Omit. . . .	236	1769	37	569	290	1094
	38.2	46.0	67.3	40.3	42.3	39.8
(1) General job skills.	231	1218	8	488	246	951
	37.4	31.7	14.5	34.6	35.9	34.6
(2) Specific job skills	91	416	3	122	99	348
	14.7	10.8	5.5	8.6	14.5	12.7
(3) Career awareness.	96	482	7	242	147	312
	15.5	12.5	12.7	17.1	21.5	11.3
(4) General preparation	146	782	6	313	175	537
	23.6	20.3	10.9	22.2	25.5	19.5
(5) English skills used in vocational classes	64	558	5	208	100	217
	10.4	14.5	9.1	14.7	14.6	7.9
(6) Math skills used in vocational classes	109	631	4	252	108	529
	17.6	16.4	7.3	17.8	15.8	19.2
(7) Science skills used in vocational classes	51	66	3	33	5	120
	8.3	1.7	5.5	2.3	0.7	4.4
(8) Computer skills	49	729	3	147	72	186
	7.9	19.0	5.5	10.4	10.5	6.8
(9) Other	42	202	1	94	61	181
	6.8	5.3	1.8	6.7	8.9	6.6
15. How do you feel about the vocational courses you took at your high school? (Check one) Omit. . . .	21	187	9	83	42	218
	3.4	4.9	16.4	5.9	6.1	7.9
(1) I was very Satisfied.	187	864	15	263	221	761
	30.3	22.5	27.3	18.6	32.3	27.7
(2) I was Satisfied	373	2393	30	885	373	1500
	60.4	62.3	54.5	62.7	54.5	54.5
(3) I was UNsatisfied	18	111	0	55	25	134
	2.9	2.9	0.0	3.9	3.6	4.9
(4) I was very UNsatisfied.	5	20	0	20	3	39
	0.8	0.5	0.0	1.4	0.4	1.4
(5) I did not take any vocational courses	14	268	1	104	21	101
	2.3	7.0	1.8	7.4	3.1	3.7
16. Do you feel vocational courses, including career exploration and the development of saleable job skills, should be part of the high school program? Omit. . . .	32	230	10	100	51	234
	5.2	6.0	18.2	7.1	7.4	8.5
(1) Yes	505	3160	42	1155	584	2126
	81.7	82.2	76.4	81.8	85.3	77.3
(2) Not sure.	76	394	1	142	43	343
	12.3	10.2	1.8	10.1	6.3	12.5
(3) No.	5	58	2	14	7	46
	0.8	1.5	3.6	1.0	1.0	1.7

Secondary Vocational Program Evaluation
Cycle 3 Composite Report
1987-1991 Evaluation Data

Table B1
Page B1.C3
Graduate - One-Year Follow-up Study

Item Statement	AG N %	BE N %	HO N %	HE N %	ME N %	TE N %
17. I am currently attending the following school/educational program? (Check one) Omit. . . .	50	114	3	70	32	252
	8.1	3.0	5.5	5.0	4.7	9.2
(1) A vocational-technical school diploma program one-year or less.	52	189	3	112	28	180
	8.4	4.9	5.5	7.9	4.1	6.5
(2) A vocational-technical school two-year associate degree program . .	89	500	6	205	71	380
	14.4	13.0	10.9	14.5	10.4	13.8
(3) A two-year UW-Center program. . .	22	257	6	68	60	132
	3.6	6.7	10.9	4.8	8.8	4.8
(4) A four-year university system or college program	155	1868	21	375	341	668
	25.1	48.6	38.2	26.6	49.8	24.3
(5) An apprenticeship program	5	9	1	4	2	50
	0.8	0.2	1.8	0.3	0.3	1.8
(6) An in-service or on-the-job training program.	17	45	0	15	7	103
	2.8	1.2	0.0	1.1	1.0	3.7
(7) Private school program.	5	95	4	32	11	45
	0.8	2.5	7.3	2.3	1.6	1.6
(8) I am not attending school	204	703	11	491	125	862
	33.0	18.3	20.0	34.8	18.2	31.3
(9) Other	22	91	1	45	15	101
	3.6	2.4	1.8	3.2	2.2	3.7
18. If you checked a school/educational program in Question 17, please list your current program/area of training. Omit. . . .	267	887	19	602	160	1195
	43.2	23.1	34.5	42.6	23.4	43.5
(1) Related VTAE	105	518	7	186	68	500
	17.0	13.5	12.7	13.2	9.9	18.2
(2) Related four-year university . . .	104	1067	14	133	239	400
	16.8	27.8	25.5	9.4	34.9	14.5
(3) Other related.	22	111	6	46	27	172
	3.6	2.9	10.9	3.3	3.9	6.3
(4) Not related to secondary training.	119	1258	9	439	189	479
	19.3	32.7	16.4	31.1	27.6	17.4
(5) GE graduates	1	3	0	6	2	3
	0.2	0.1	0.0	0.4	0.3	0.1

Item Statement	*Rating Scale* *5 = More than Adequate* *3 = Adequate* *1 = Not Adequate*	*AG* *MEAN* *StD* *N*	*BE* *MEAN* *StD* *N*	*HO* *MEAN* *StD* *N*	*HE* *MEAN* *StD* *N*	*ME* *MEAN* *StD* *N*	*TE* *MEAN* *StD* *N*
19-31: In general, how adequate was your high school preparation in the following situations or life skills?							
19. Seeking a job		3.205	3.195	3.375	3.099	3.586	3.090
		0.980	0.969	1.005	1.025	0.983	1.007
		555	3477	40	1277	609	2343
20. Learning specific job skills.		3.189	3.229	3.550	3.057	3.406	3.184
		0.972	0.993	0.876	1.022	0.950	1.037
		555	3478	40	1274	606	2345
21. Learning specific job knowledge . . .		3.212	3.230	3.550	3.143	3.454	3.181
		0.998	0.973	0.986	1.017	0.945	1.022
		553	3472	40	1271	606	2343
22. Getting along with other workers. . .		3.622	3.539	3.795	3.572	3.819	3.538
		0.978	1.009	0.978	1.054	0.919	1.004
		553	3460	39	1270	608	2334
23. Being able to talk to the boss about your problems		3.165	3.055	3.225	3.103	3.539	3.136
		1.086	1.079	1.050	1.145	1.079	1.099
		550	3467	40	1272	608	2330

Item Statement *Rating Scale* *5 = More than Adequate* *3 = Adequate* *1 = Not Adequate*	*AG* *MEAN* *StD* *N*	*BE* *MEAN* *StD* *N*	*HO* *MEAN* *StD* *N*	*HE* *MEAN* *StD* *N*	*ME* *MEAN* *StD* *N*	*TE* *MEAN* *StD* *N*
24. Understanding the value and importance of work	3.708 1.044 552	3.725 1.005 3471	3.775 1.000 40	3.684 1.012 1273	3.929 0.952 608	3.582 1.042 2333
25. Solving problems on the job	3.446 1.025 552	3.355 0.981 3452	3.725 0.847 40	3.328 1.030 1273	3.728 0.965 604	3.414 1.028 2333
26. Understanding the U.S. and world economic systems (supply-demand, inflation, recession, etc.)	3.305 1.022 551	3.189 1.133 3471	3.250 1.193 40	3.162 1.131 1274	3.521 1.088 605	3.215 1.100 2342
27. Understanding how a business makes a profit.	3.507 0.983 548	3.495 1.041 3471	3.487 0.942 39	3.330 1.038 1262	3.968 0.936 602	3.376 1.044 2335
28. Understanding alternatives for solving home and family related problems. . .	3.111 1.043 549	3.127 1.025 3442	3.800 0.966 40	3.493 1.043 1265	3.113 1.018 603	2.963 1.026 2328
29. Understanding child growth and development parenting responsibilities . . .	3.009 1.108 551	3.172 1.152 3452	3.800 1.114 40	3.880 1.034 1273	2.972 1.157 600	2.885 1.072 2327
30. Managing career responsibilities with home and family responsibilities. . .	3.186 1.027 543	3.136 1.026 3445	3.590 0.910 39	3.589 1.033 1262	3.204 1.051 602	2.979 0.988 2318
31. Applying basic skill preparation in math, reading, writing, spelling, listening to everyday problems. . . .	3.750 0.957 553	3.935 0.925 3479	3.775 1.025 40	3.821 0.943 1272	3.872 0.913 610	3.722 0.978 2351
32-42: In general, how adequate was the career planning assistance and information you received at your high school?						
32. Determining my skills, interests and abilities	3.353 0.996 552	3.360 1.016 3487	3.525 0.987 40	3.316 1.059 1277	3.385 1.027 608	3.355 1.027 2348
33. Opportunity to hear speakers from the world of work	2.996 1.137 552	2.941 1.104 3480	3.615 1.184 39	3.019 1.152 1276	3.242 1.160 607	2.910 1.100 2344
34. Presentation of role models in non-traditional areas (i.e., female mechanics/male nurses).	2.628 1.059 546	2.534 1.061 3462	3.282 1.146 39	2.697 1.138 1272	2.661 1.091 605	2.584 1.065 2324
35. New and/or future oriented occupations	3.031 0.954 546	2.925 1.026 3463	3.462 1.120 39	2.955 1.044 1276	3.017 1.040 606	3.009 1.021 2333
36. Jobs held by primarily males or or primarily females.	3.042 0.880 544	2.895 0.932 3452	3.385 0.907 39	2.975 0.995 1264	2.975 0.945 600	2.922 0.921 2325
37. Occupations which have local job opportunities	3.072 1.018 542	3.025 0.999 3451	3.282 1.123 39	3.006 1.026 1268	3.176 1.035 602	3.030 1.006 2324
38. Jobs which become outdated, overcrowded or offer no opportunity for advancement	2.991 0.962 540	2.905 0.991 3441	3.205 1.005 39	2.958 1.037 1260	3.000 0.981 601	2.936 1.001 2317

Secondary Vocational Program Evaluation
Cycle 3 Composite Report
1987-1991 Evaluation Data

Table B1
Page B1.C5
Graduate - One-Year Follow-up Study

Item Statement	*Rating Scale* *5 = More than Adequate* *3 = Adequate* *1 = Not Adequate*	*AG MEAN StD N*	*BE MEAN StD N*	*HO MEAN StD N*	*HE MEAN StD N*	*ME MEAN StD N*	*TE MEAN StD N*
39. Post-high school vocational education opportunities related to my career goal.		3.321 1.071 542	3.256 1.077 3451	3.421 1.106 38	3.216 1.082 1264	3.352 1.053 600	3.257 1.085 2326
40. Job alternatives related to my career goal.		3.206 1.081 544	3.131 1.054 3463	3.436 1.188 39	3.130 1.083 1264	3.336 1.072 604	3.151 1.039 2321
41. How to find a job/how to apply for a job		3.536 1.081 547	3.551 1.138 3470	3.615 1.016 39	3.553 1.145 1271	4.170 0.935 607	3.377 1.108 2334
42. How to start a business		2.632 1.124 546	2.428 1.085 3456	2.103 1.046 39	2.466 1.137 1265	3.507 1.210 604	2.407 1.066 2332

Item Statement	*Rating Scale* *5 = Very Helpful* *1 = Not at all Helpful*	*AG MEAN StD N*	*BE MEAN StD N*	*HO MEAN StD N*	*HE MEAN StD N*	*ME MEAN StD N*	*TE MEAN StD N*
43-53: During my high school career, I have received help in studying and planning for a career from the following sources:							
43. Instructors: vocational.		3.873 1.085 552	3.384 1.181 3383	3.846 1.309 39	3.347 1.224 1258	3.845 1.151 601	3.704 1.183 2324
44. Instructors: academic.		3.254 1.072 543	3.529 1.079 3436	3.700 1.043 40	3.314 1.136 1269	3.457 1.059 608	3.298 1.128 2312
45. Instructors: technical school. . . .		3.030 1.274 498	2.660 1.210 3070	2.743 1.268 35	2.820 1.277 1173	2.686 1.250 509	3.092 1.298 2089
46. Counselors (guidance staff)		3.247 1.294 551	3.281 1.298 3444	3.400 1.317 40	3.338 1.288 1269	3.189 1.307 597	3.199 1.298 2314
47. Friends/classmates.		3.386 1.112 541	3.518 1.070 3434	3.700 1.018 40	3.571 1.127 1260	3.486 1.039 601	3.425 1.114 2293
48. Parents		3.865 1.000 549	3.965 1.061 3474	4.275 0.905 40	3.914 1.085 1273	3.979 1.019 606	3.890 1.055 2318
49. Relatives		3.279 1.146 544	3.255 1.222 3438	3.475 1.176 40	3.279 1.264 1270	3.277 1.173 600	3.207 1.212 2306
50. Employers		3.224 1.251 536	3.099 1.232 3406	3.462 1.144 39	3.059 1.283 1262	3.346 1.189 601	3.096 1.271 2273
51. Job Service		2.010 1.144 511	2.013 1.135 3255	2.229 1.352 35	2.240 1.285 1215	1.995 1.166 568	2.033 1.163 2197
52. Newspapers/magazines/television . . .		2.597 1.212 529	2.722 1.185 3351	2.763 1.218 38	2.850 1.214 1238	2.691 1.172 592	2.569 1.200 2247
53. Other		4.696 0.559 23	4.480 0.924 177	4.000 0.000 2	4.388 0.870 67	4.545 0.711 33	4.203 1.115 138

Secondary Vocational Program Evaluation
Cycle 3 Composite Report
1987-1991 Evaluation Data

Table B1
Page B1.D1
Graduate - One-Year Follow-up Study

Item Statement	H N %	DL N %	DO N %
6. I am presently: Full-time - 32 hrs/week or more, Part-time - less than 32 hrs/week. Omit.	3	0	6
	0.6	0.0	0.4
(1) Employed FULL-time in a nonmilitary occupation .	186	17	484
	38.9	28.8	35.6
(2) Employed FULL-time in the military service . . .	19	1	94
	4.0	1.7	6.9
(3) Employed PART-time--not in school.	60	3	149
	12.6	5.1	11.0
(4) Employed PART-time while in school	79	9	295
	16.5	15.3	21.7
(5) FULL-time student--not employed.	75	17	196
	15.7	28.8	14.4
(6) Unemployed, but looking for paid employment. . .	41	10	100
	8.6	16.9	7.4
(7) Unemployed, not looking for paid employment. . .	15	2	34
	3.1	3.4	2.5
7. Do you own or operate your own business? Omit.	137	23	333
	28.7	39.0	24.5
(1) Yes, full-time	5	0	7
	1.0	0.0	0.5
(2) Yes, part-time	3	0	21
	0.6	0.0	1.5
(3) No	333	36	997
	69.7	61.0	73.4
8. What is your present hourly wage including tips? (Do not include overtime)	$ 5.00	$ 4.33	$ 4.94
	288	29	844
10. May we contact your supervisor in our Employer Follow-up? Omit.	188	29	470
	39.3	49.2	34.6
(1) Yes.	173	16	563
	36.2	27.1	41.5
(2) No	117	14	325
	24.5	23.7	23.9
12. Did your high school preparation help you to obtain your present job? (Check one) Omit.	144	28	344
	30.1	47.5	25.3
(1) Considerably	68	4	137
	14.2	6.8	10.1
(2) Somewhat	108	9	307
	22.6	15.3	22.6
(3) Very little.	52	5	212
	10.9	8.5	15.6
(4) None	106	13	358
	22.2	22.0	26.4

Item Statement	H N %	DL N %	DO N %
13. Is this job related to your area of high school vocational preparation? (Check one) Omit.	141 29.5	26 44.1	352 25.9
(1) Directly related	48 10.0	5 8.5	104 7.7
(2) Somewhat related	128 26.8	10 16.9	345 25.4
(3) Not related.	161 33.7	18 30.5	557 41.0
14. What parts of your high school job training preparation have been of greatest value in your present job? (Check all that apply) Omit.	181 37.9	30 50.8	454 33.4
(1) General job skills	190 39.7	21 35.6	520 38.3
(2) Specific job skills.	52 10.9	6 10.2	148 10.9
(3) Career awareness	77 16.1	8 13.6	218 16.1
(4) General preparation.	97 20.3	11 18.6	309 22.8
(5) English skills used in vocational classes. . . .	41 8.6	5 8.5	178 13.1
(6) Math skills used in vocational classes	69 14.4	5 8.5	289 21.3
(7) Science skills used in vocational classes. . . .	8 1.7	2 3.4	43 3.2
(8) Computer skills.	23 4.8	4 6.8	158 11.6
(9) Other.	29 6.1	5 8.5	100 7.4
15. How do you feel about the vocational courses you took at your high school? (Check one) Omit.	43 9.0	3 5.1	79 5.8
(1) I was very Satisfied	99 20.7	18 30.5	324 23.9
(2) I was Satisfied.	257 53.8	30 50.8	791 58.2
(3) I was UNsatisfied.	22 4.6	1 1.7	41 3.0
(4) I was very UNsatisfied	12 2.5	1 1.7	21 1.5
(5) I did not take any vocational courses.	45 9.4	6 10.2	100 7.4
16. Do you feel vocational courses, including career exploration and the development of saleable job skills, should be part of the high school program? Omit.	44 9.2	3 5.1	85 6.3
(1) Yes.	365 76.4	45 76.3	1092 80.4
(2) Not sure	60 12.6	9 15.3	164 12.1
(3) No	9 1.9	2 3.4	15 1.1

Secondary Vocational Program Evaluation
Cycle 3 Composite Report
1987-1991 Evaluation Data

Table B1
Page B1.D3
Graduate - One-Year Follow-up Study

Item Statement	H N %	DL N %	DO N %
17. I am currently attending the following school/ educational program? (Check one) Omit.	50	3	89
	10.5	5.1	6.6
(1) A vocational-technical school diploma program one-year or less	55	4	81
	11.5	6.8	6.0
(2) A vocational-technical school two-year associate degree program	62	4	163
	13.0	6.8	12.0
(3) A two-year UW-Center program	10	3	63
	2.1	5.1	4.6
(4) A four-year university system or college program	40	15	214
	8.4	25.4	15.8
(5) An apprenticeship program.	4	0	14
	0.8	0.0	1.0
(6) An in-service or on-the-job training program . .	16	2	35
	3.3	3.4	2.6
(7) Private school program	7	0	29
	1.5	0.0	2.1
(8) I am not attending school.	216	24	624
	45.2	40.7	45.9
(9) Other.	19	5	56
	4.0	8.5	4.1
18. If you checked a school/educational program in Question 17, please list your current program/area of training. Omit.	230	26	631
	48.1	44.1	46.5
(1) Related VTAE	82	4	144
	17.2	6.8	10.6
(2) Related four-year university	18	6	83
	3.8	10.2	6.1
(3) Other related.	23	2	53
	4.8	3.4	3.9
(4) Not related to secondary training.	42	12	205
	8.8	20.3	15.1
(5) GE graduates	83	9	242
	17.4	15.3	17.8

Item Statement	*Rating Scale* *5 = More than Adequate* *3 = Adequate* *1 = Not Adequate*	*H Mean StD N*	*DL Mean StD N*	*DO Mean StD N*
19-31: In general, how adequate was your high school preparation in the following situations or life skills?				
19. Seeking a job.		3.182	3.118	3.136
		1.096	0.973	1.000
		406	51	1190
20. Learning specific job skills		3.241	3.137	3.124
		1.105	1.114	1.059
		402	51	1189
21. Learning specific job knowledge.		3.192	3.118	3.178
		1.108	1.032	1.046
		402	51	1186
22. Getting along with other workers		3.674	3.640	3.569
		1.101	1.156	1.068
		402	50	1186
23. Being able to talk to your boss about your problems.		3.236	3.157	3.163
		1.128	1.102	1.181
		402	51	1185

Secondary Vocational Program Evaluation
Cycle 3 Composite Report
1987-1991 Evaluation Data

Table B1
Page B1.D4
Graduate - One-Year Follow-up Study

Item Statement	*Rating Scale* *5 = More than Adequate* *3 = Adequate* *1 = Not Adequate*	*H* *Mean* *StD* *N*	*DL* *Mean* *StD* *N*	*DO* *Mean* *StD* *N*
24. Understanding the value and importance of work . . .		3.595 1.124 400	3.900 0.953 50	3.689 1.062 1186
25. Solving problems on the job.		3.320 1.089 400	3.531 0.915 49	3.413 1.049 1185
26. Understanding the U.S. and world economic systems (supply-demand, inflation, recession, etc)		2.990 1.136 401	3.040 1.124 50	3.196 1.130 1190
27. Understanding how a business makes a profit.		3.212 1.161 397	3.300 1.129 50	3.429 1.081 1176
28. Understanding alternatives for solving home and family-related problems.		3.123 1.066 398	3.286 1.225 49	3.204 1.107 1179
29. Understanding child growth and development and parenting responsibilities		3.196 1.178 398	3.460 1.281 50	3.329 1.192 1182
30. Managing career responsibilities with home and family responsibilities		3.171 1.065 398	3.360 1.025 50	3.282 1.099 1174
31. Applying basic skill preparation in math, reading, writing, spelling, speaking, listening to everyday problems		3.539 1.034 401	3.560 0.993 50	3.788 0.955 1188
32-42: In general, how adequate was the career planning assistance and information you received at your high school?				
32. Determining my skills, interests and abilities . . .		3.365 1.051 405	3.373 0.958 51	3.363 1.081 1192
33. Opportunity to hear speakers from the world of work.		3.005 1.168 401	3.078 1.129 51	3.003 1.153 1188
34. Presentation of role models in nontraditional areas (i.e., female mechanics/male nurses.		2.737 1.118 403	2.627 1.131 51	2.651 1.130 1177
35. New and/or future-oriented occupations		2.930 1.094 402	2.980 0.969 51	3.003 1.069 1179
36. Jobs held by primarily males or primarily females. .		2.985 0.974 399	2.922 1.017 51	2.961 1.015 1174
37. Occupations which have local job opportunities . . .		3.131 1.062 396	3.060 1.018 50	3.096 1.047 1177
38. Jobs which have become outdated, overcrowded or offer no opportunity for advancement		2.927 1.061 398	2.720 0.991 50	3.004 1.044 1168

Table B1
Page B1.D5
Graduate - One-Year Follow-up Study

Item Statement *Rating Scale* *5 = More than Adequate* *3 = Adequate* *1 = Not Adequate*	*H* *Mean* *StD* *N*	*DL* *Mean* *StD* *N*	*DO* *Mean* *StD* *N*
39. Post-high school vocational education opportunities related to my career goal.	3.194 1.119 397	2.980 1.086 51	3.214 1.122 1178
40. Job alternatives related to my career goal	3.186 1.070 398	2.902 1.063 51	3.183 1.110 1176
41. How to find a job/how to apply for a job	3.532 1.175 404	3.373 1.199 51	3.634 1.170 1181
42. How to start a business.	2.519 1.175 401	2.451 1.154 51	2.516 1.139 1180

Item Statement *Rating Scale* *5 = Very Helpful* *1 = Not at all Helpful*	*H* *Mean* *StD* *N*	*DL* *Mean* *StD* *N*	*DO* *Mean* *StD* *N*
43-53: During my high school career, I have received help in studying and planning for a career from the following sources:			
43. Instructors: vocational	3.431 1.276 399	3.340 1.349 50	3.481 1.258 1170
44. Instructors: academic	3.210 1.214 400	3.173 1.248 52	3.285 1.175 1168
45. Instructors: technical school	2.847 1.352 367	2.936 1.420 47	2.862 1.315 1076
46. Counselors (guidance staff).	3.243 1.343 399	3.269 1.345 52	3.399 1.294 1173
47. Friends/classmates	3.440 1.127 398	3.388 1.304 49	3.477 1.142 1177
48. Parents.	3.829 1.139 404	3.510 1.175 49	3.860 1.117 1184
49. Relatives.	3.249 1.241 402	2.980 1.253 50	3.289 1.269 1182
50. Employers.	3.173 1.286 392	2.860 1.161 50	3.120 1.281 1157
51. Job Service.	2.373 1.329 381	2.280 1.230 50	2.189 1.273 1121
52. Newspapers/magazines/television.	2.775 1.279 387	2.571 1.258 49	2.726 1.249 1143
53. Other (please list).	4.333 0.922 30	3.750 1.893 4	4.357 0.977 84

Secondary Vocational Program Evaluation
Cycle 3 Composite Report
1987-1991 Evaluation Data

Table B1
Page B1.E1
Graduate - One-Year Follow-up Study

Item Statement	AIN N %	API N %	BNH N %	HIS N %	WNH N %
6. I am presently: Full-time - 32hrs/week or more, Part-time - less than 32 hrs/ week. Omit.	2	1	0	0	27
	2.2	1.0	0.0	0.0	0.2
(1) Employed FULL-time in a nonmilitary occupation.	17	7	10	20	2581
	19.1	7.2	20.8	37.7	21.1
(2) Employed FULL-time in the military service	4	2	0	3	475
	4.5	2.1	0.0	5.7	3.9
(3) Employed PART-time--not in school .	11	3	4	1	683
	12.4	3.1	8.3	1.9	5.6
(4) Employed PART-time while in school.	19	21	17	10	3735
	21.3	21.6	35.4	18.9	30.5
(5) Full-time student--not employed . .	19	49	12	13	4104
	21.3	50.5	25.0	24.5	33.5
(6) Unemployed, but looking for paid employment.	12	4	3	5	409
	13.5	4.1	6.3	9.4	3.3
(7) Unemployed, not looking for paid employment.	5	10	2	1	237
	5.6	10.3	4.2	1.9	1.9
7. Do you own or operate your own business? Omit.	30	56	16	18	4660
	33.7	57.7	33.3	34.0	38.0
(1) Yes, full-time	0	0	1	0	48
	0.0	0.0	2.1	0.0	0.4
(2) Yes, part-time	2	1	0	0	105
	2.2	1.0	0.0	0.0	0.9
(3) No	56	40	31	35	7435
	62.9	41.2	64.6	66.0	60.7
8. What is your present hourly wage including tips?	$ 5.77	$ 4.56	$ 4.78	$ 5.30	$ 4.81
	41	29	30	28	6413
10. May we contact your supervisor in our Employer Follow-up? Omit.	44	68	23	25	5763
	49.4	70.1	47.9	47.2	47.0
(1) Yes	23	16	17	18	4187
	25.8	16.5	35.4	34.0	34.2
(2) No.	22	13	8	10	2300
	24.7	13.4	16.7	18.9	18.8
12. Did your high school preparation help you obtain your present job? (Check one) Omit . . .	37	61	15	22	5004
	41.6	62.9	31.3	41.5	40.8
(1) Considerably.	8	7	7	8	1042
	9.0	7.2	14.6	15.1	8.5
(2) Somewhat.	21	12	13	10	2094
	23.6	12.4	27.1	18.9	17.1
(3) Very little	9	4	9	8	1450
	10.1	4.1	18.8	15.1	11.8
(4) None.	14	13	4	5	2660
	15.7	13.4	8.3	9.4	21.7

Item Statement	AIN N %	API N %	BNH N %	HIS N %	WNH N %
13. Is this job related to your area of high school preparation? (Check one) Omit.	38	62	16	22	5037
	42.7	63.9	33.3	41.5	41.1
(1) Directly related	6	4	6	3	845
	6.7	4.1	12.5	5.7	6.9
(2) Somewhat related	21	13	12	14	2485
	23.6	13.4	25.0	26.4	20.3
(3) Not related.	24	18	14	14	3884
	27.0	18.6	29.2	26.4	31.7
14. What parts of your high school job training preparation have been of greatest value in your present job? (Check all that apply) Omit.	41	69	18	22	5785
	46.1	71.1	37.5	41.5	47.2
(1) General job skills.	25	12	18	13	3661
	28.1	12.4	37.5	24.5	29.9
(2) Specific job skills	12	5	6	6	1151
	13.5	5.2	12.5	11.3	9.4
(3) Career awareness.	17	3	17	4	1513
	19.1	3.1	35.4	7.5	12.4
(4) General preparation	20	11	14	9	2375
	22.5	11.3	29.2	17.0	19.4
(5) English skills used in vocational classes	11	9	12	6	1401
	12.4	9.3	25.0	11.3	11.4
(6) Math skills used in vocational classes	16	6	11	9	1924
	18.0	6.2	22.9	17.0	15.7
(7) Science skills used in vocational classes	2	2	5	2	352
	2.2	2.1	10.4	3.8	2.9
(8) Computer skills	9	6	12	7	1364
	10.1	6.2	25.0	13.2	11.1
(9) Other	2	2	3	1	708
	2.2	2.1	6.3	1.9	5.8
15. How do you feel about the vocational courses you took at your high school? (Check one) Omit.	4	7	1	5	779
	4.5	7.2	2.1	9.4	6.4
(1) I was very Satisfied.	16	16	17	15	2614
	18.0	16.5	35.4	28.3	21.3
(2) I was Satisfied	52	47	23	28	6968
	58.4	48.5	47.9	52.8	56.9
(3) I was UNsatisfied	4	5	2	1	459
	4.5	5.2	4.2	1.9	3.7
(4) I was very UNsatisfied.	0	0	0	0	122
	0.0	0.0	0.0	0.0	1.0
(5) I did not take any vocational courses	13	22	5	3	1307
	14.6	22.7	10.4	5.7	10.7
16. Do you feel vocational courses, including career exploration and the development of saleable job skills, should be part of the high school program? Omit.	5	7	1	5	920
	5.6	7.2	2.1	9.4	7.5
(1) Yes	68	66	39	45	9669
	76.4	68.0	81.3	84.9	78.9
(2) Not sure.	11	20	8	3	1416
	12.4	20.6	16.7	5.7	11.6
(3) No.	5	4	0	0	237
	5.6	4.1	0.0	0.0	1.9

Secondary Vocational Program Evaluation
Cycle 3 Composite Report
1987-1991 Evaluation Data

Table B1
Page B1.E3
Graduate - One-Year Follow-up Study

Item Statement	AIN N %	API N %	BNH N %	HIS N %	WNH N %
17. I am currently attending the following school/educational program? (Check one) Omit.	3 3.4	5 5.2	4 8.3	2 3.8	643 5.2
(1) A vocational-technical school diploma program one-year or less. .	6 6.7	3 3.1	2 4.2	4 7.5	610 5.0
(2) A vocational-technical school two-year associate degree program . . .	5 5.6	7 7.2	11 22.9	6 11.3	1372 11.2
(3) A two-year UW-Center program. . . .	3 3.4	9 9.3	3 6.3	1 1.9	678 5.5
(4) A four-year university system or college program	26 29.2	61 62.9	16 33.3	16 30.2	5418 44.2
(5) An apprenticeship program	1 1.1	0 0.0	1 2.1	0 0.0	79 0.6
(6) An in-service or on-the-job training program.	3 3.4	1 1.0	0 0.0	1 1.9	209 1.7
(7) Private school program.	1 1.1	1 1.0	1 2.1	1 1.9	259 2.1
(8) I am not attending school	36 40.4	10 10.3	10 20.8	18 34.0	2735 22.3
(9) Other	5 5.6	0 0.0	1 2.1	4 7.5	330 2.7
18. If you checked a school/educational program in Question 17, please list your current program/area of training. Omit.	29 32.6	11 11.3	6 12.5	19 35.8	3084 25.2
(1) Related VTAE	8 9.0	6 6.2	5 10.4	9 17.0	1351 11.0
(2) Related four-year university	5 5.6	18 18.6	4 8.3	4 7.5	1903 15.5
(3) Other related.	2 2.2	3 3.1	0 0.0	1 1.9	375 3.1
(4) Not related to secondary training. .	10 11.2	22 22.7	11 22.9	4 7.5	2434 19.9
(5) GE graduates	35 39.3	37 38.1	22 45.8	16 30.2	3101 25.3

Item Statement	*Rating Scale* *5 = More than Adequate* *3 = Adequate* *1 = Not Adequate*	*AIN* *MEAN* *StD* *N*	*API* *MEAN* *StD* *N*	*BNH* *MEAN* *StD* *N*	*HIS* *MEAN* *StD* *N*	*WNH* *MEAN* *StD* *N*
19-31: In general, how adequate was your high school preparation in the following situations or life skills?						
19. Seeking a job		3.167 0.942 84	2.831 1.010 83	3.674 0.944 43	3.095 1.122 42	3.115 1.004 10779
20. Learning specific job skills.		2.988 0.930 83	2.807 1.087 83	3.349 1.066 43	3.209 1.125 43	3.097 1.018 10771
21. Learning specific job knowledge		3.120 0.968 83	2.952 0.961 83	3.455 1.088 44	3.214 1.001 42	3.126 1.009 10749
22. Getting along with other workers. . . .		3.744 0.927 82	3.494 0.976 81	3.535 1.202 43	3.558 1.201 43	3.516 1.018 10747
23. Being able to talk to the boss about your problems		3.183 1.090 82	3.060 0.980 83	3.465 1.182 43	3.140 1.226 43	3.091 1.102 10734

Secondary Vocational Program Evaluation
Cycle 3 Composite Report
1987-1991 Evaluation Data

Item Statement	*Rating Scale* *5 = More than Adequate* *3 = Adequate* *1 = Not Adequate*	*AIN* *MEAN* *StD* *N*	*API* *MEAN* *StD* *N*	*BNH* *MEAN* *StD* *N*	*HIS* *MEAN* *StD* *N*	*WNH* *MEAN* *StD* *N*
24. Understanding the value and importance of work		3.695 1.151 82	3.639 1.031 83	3.907 1.065 43	3.786 1.094 42	3.651 1.034 10758
25. Solving problems on the job		3.512 1.045 82	3.458 0.954 83	3.605 0.979 43	3.535 1.077 43	3.360 1.023 10711
26. Understanding the U.S. and world economic systems (supply-demand, inflation, recession, etc.)		3.159 1.127 82	3.398 1.070 83	3.419 1.074 43	3.209 1.146 43	3.224 1.130 10789
27. Understanding how a business makes a profit.		3.123 1.208 81	3.317 1.143 82	3.558 1.181 43	3.488 1.077 43	3.420 1.061 10734
28. Understanding alternatives for solving home and family-related problems. . . .		3.110 1.066 82	3.301 0.984 83	3.429 1.213 42	3.047 1.022 43	3.102 1.050 10696
29. Understanding child growth and development parenting responsibilities		3.207 1.264 82	3.313 1.058 83	3.500 1.274 42	3.190 1.110 42	3.128 1.159 10720
30. Managing career responsibilities with home and family responsibilities. . . .		3.173 1.181 81	3.120 0.968 83	3.535 1.120 43	3.171 1.116 41	3.109 1.048 10665
31. Applying basic skill preparation in math, reading, writing, spelling, listening to everyday problems.		3.667 0.987 81	3.952 0.795 83	3.953 0.899 43	3.953 0.899 43	3.856 0.956 10823
32-42: In general, how adequate was the career planning assistance and information you received at your high school?						
32. Determining my skills, interests and abilities		3.277 1.004 83	3.446 0.966 83	3.682 0.983 44	3.488 1.055 43	3.321 1.039 10850
33. Opportunity to hear speakers from the world of work		2.988 1.099 83	3.000 0.897 83	3.535 1.162 43	3.000 1.345 43	2.940 1.129 10818
34. Presentation of role models in non-traditional areas (i.e., female mechanics/male nurses).		2.695 1.096 82	2.470 0.846 83	3.186 1.118 43	2.930 1.142 43	2.548 1.076 10754
35. New and/or future-oriented occupations		2.902 1.026 82	2.951 0.901 82	3.286 1.154 42	3.209 1.013 43	2.930 1.036 10774
36. Jobs held by primarily males or or primarily females.		3.000 0.851 81	2.783 0.856 83	3.326 0.969 43	3.000 1.047 43	2.885 0.945 10703
37. Occupations which have local job opportunities		2.963 1.078 81	2.867 0.985 83	3.651 0.997 43	3.000 1.195 43	2.978 1.018 10713
38. Jobs which become outdated, overcrowded or offer no opportunity for advancement		2.875 1.036 80	2.554 0.815 83	3.095 1.165 42	3.214 0.925 42	2.897 1.003 10673

Secondary Vocational Program Evaluation
Cycle 3 Composite Report
1987-1991 Evaluation Data

Table B1
Page B1.E5
Graduate - One-Year Follow-up Study

Item Statement	*Rating Scale* *5 = More than Adequate* *3 = Adequate* *1 = Not Adequate*	*AIN* *MEAN* *StD* *N*	*API* *MEAN* *StD* *N*	*BNH* *MEAN* *StD* *N*	*HIS* *MEAN* *StD* *N*	*WNH* *MEAN* *StD* *N*
39. Post-high school vocational education opportunities related to my career goal.		3.000 1.093 83	3.048 1.047 83	3.636 1.123 44	3.419 1.029 43	3.203 1.095 10710
40. Job alternatives related to my career goal.		3.000 1.100 82	2.952 0.987 83	3.659 1.087 41	3.163 0.898 43	3.088 1.076 10727
41. How to find a job/how to apply for a job		3.398 1.219 83	3.060 0.967 83	4.116 1.159 43	3.581 1.239 43	3.433 1.159 10768
42. How to start a business		2.247 1.090 81	2.354 1.082 82	3.093 1.288 43	2.558 1.140 43	2.432 1.118 10730

Item Statement	*Rating Scale* *5 = Very Helpful* *1 = Not at all Helpful*	*AIN* *MEAN* *StD* *N*	*API* *MEAN* *StD* *N*	*BNH* *MEAN* *StD* *N*	*HIS* *MEAN* *StD* *N*	*WNH* *MEAN* *StD* *N*
43-53: During my high school career, I have received help in studying and planning for a career from the following sources:						
43. Instructors: vocational.		3.286 1.234 77	3.150 1.192 80	3.718 1.123 39	3.405 1.432 42	3.362 1.253 10486
44. Instructors: academic.		3.476 1.240 82	3.585 1.054 82	3.833 0.908 42	3.628 1.310 43	3.482 1.113 10726
45. Instructors: technical school.		2.720 1.420 75	2.581 1.147 74	3.152 1.278 33	2.974 1.385 38	2.719 1.268 9462
46. Counselors (guidance staff)		3.063 1.304 79	3.554 1.192 83	3.476 1.348 42	3.295 1.391 44	3.259 1.303 10737
47. Friends/classmates.		3.500 1.114 80	3.366 1.072 82	3.628 1.215 43	3.455 1.150 44	3.496 1.087 10659
48. Parents		3.732 1.248 82	3.762 1.137 84	4.295 0.851 44	4.091 0.910 44	3.963 1.050 10783
49. Relatives		3.358 1.381 81	3.253 1.114 83	3.733 1.116 45	3.070 1.334 43	3.262 1.217 10678
50. Employers		2.962 1.400 79	2.823 1.174 79	3.095 1.226 42	3.238 1.478 42	3.049 1.259 10543
51. Job Service		2.039 1.186 77	2.162 1.195 80	2.625 1.462 40	2.071 1.257 42	2.016 1.154 10081
52. Newspapers/magazines/television		2.418 1.139 79	2.783 1.220 83	3.209 1.301 43	2.476 1.194 42	2.688 1.198 10403
53. Other		5.000 0.000 6	4.000 1.673 6	5.000 0.000 1	4.400 0.894 5	4.474 0.898 622

B2

Five-Year Graduate Follow-up

Table B2

Graduate - Five-Year Follow-up Study

Item Statement		Total	
		N	%
1. Program enrolled in:	Omit.	438	11.1
(1) Instructional Program Component (IPC).		999	25.4
(2) Sequence Course.		1807	46.0
(3) General Education Program.		688	17.5
2. Vocational course area:	Omit.	1128	28.7
(1) Agriculture.		291	7.4
(2) Business Education		1108	28.2
(3) Health Occupations		27	0.7
(4) Home Economics		426	10.8
(5) Marketing Education.		135	3.4
(6) Technology Education		817	20.8
3. Special Needs Students:	Omit.	3608	91.8
(1) Handicapped (H).		122	3.1
(2) Disadvantaged - Limited English Proficient (DL).		20	0.5
(3) Disadvantaged - Other (DO)		182	4.6
4. Ethnic Group:	Omit.	475	12.1
(1) American Indian or Alaskan Native (AIN).		17	0.4
(2) Asian or Pacific Islander (API) (Includes Indian Subcontinent Origin)		0	0.0
(3) Black (BNH) (Not of Hispanic Origin)		2	0.1
(4) Hispanic (HIS) (Mexican, Puerto Rican, Cuban or other Spanish Culture)		5	0.1
(5) White (WNH) (Not of Hispanic Origin)		3433	87.3
5. Sex:	Omit.	3	0.1
(1) Male		1826	46.4
(2) Female		2103	53.5

Secondary Vocational Program Evaluation
Cycle 3 Composite Report
1987-1991 Evaluation Data

Table B2
Page B2.A1
Graduate - Five-Year Follow-up Study

Item Statement	Total N %	Male N %	Female N %
6. I am presently: Full-time - 32 hrs/week or more, Part-time - less than 32hrs/week. Omit.	15 0.4	4 0.2	11 0.5
(1) Employed FULL-time in a nonmilitary occupation .	2359 60.0	1101 60.3	1257 59.8
(2) Employed FULL-time in the military service . . .	148 3.8	126 6.9	22 1.0
(3) Employed PART-time--not in school.	185 4.7	44 2.4	141 6.7
(4) Employed PART-time while in school	578 14.7	254 13.9	324 15.4
(5) FULL-time student--not employed.	423 10.8	227 12.4	194 9.2
(6) Unemployed, but looking for paid employment. . .	121 3.1	54 3.0	67 3.2
(7) Unemployed, not looking for paid employment. . .	103 2.6	16 0.9	87 4.1
7. Do you own or operate your own business? Omit. . .	649 16.5	315 17.3	333 15.8
(1) Yes, full-time	108 2.7	72 3.9	35 1.7
(2) Yes, part-time	115 2.9	77 4.2	38 1.8
(3) No	3060 77.8	1362 74.6	1697 80.7
8. What is your present hourly wage including tips? (Do not include overtime)	$ 7.35 2492	$ 8.20 1096	$ 6.69 1396
10. May we contact your supervisor in our Employer Follow-up? Omit.	1000 25.4	500 27.4	498 23.7
(1) Yes	1935 49.2	870 47.6	1064 50.6
(2) No.	997 25.4	456 25.0	541 25.7
12. Is this job related to your area of high school vocational preparation? Omit.	742 18.9	353 19.3	387 18.4
(1) Directly related	456 11.6	215 11.8	241 11.5
(2) Somewhat related	1470 37.4	654 35.8	815 38.8
(3) Not related.	1265 32.2	604 33.1	661 31.4
13. Did your high school preparation help you to obtain your present job? Omit.	739 18.8	354 19.4	383 18.2
(1) [illegible]siderably	460 11.7	196 10.7	264 12.6
(2) Somewhat	1206 30.7	542 29.7	663 31.5
(3) Very little.	735 18.7	345 18.9	390 18.5
(4) None	793 20.2	389 21.3	404 19.2

Item Statement	Total N %	Male N %	Female N %
14. What parts of your high school job training preparation have been of greatest value in your present job? Omit.	962 24.5	463 25.4	497 23.6
(1) General job skills	1494 38.0	694 38.0	799 38.0
(2) Specific job skills.	537 13.7	231 12.7	305 14.5
(3) Career awareness	741 18.8	303 16.6	437 20.8
(4) General preparation.	1232 31.3	529 29.0	702 33.4
(5) English skills used in vocational classes. . . .	889 22.6	295 16.2	594 28.2
(6) Math skills used in vocational classes	1103 28.1	560 30.7	543 25.8
(7) Science skills used in vocational classes. . . .	326 8.3	186 10.2	140 6.7
(8) Computer skills.	768 19.5	266 14.6	502 23.9
(9) Other.	260 6.6	111 6.1	149 7.1
15. How do you feel about the vocational courses you took at your high school? Omit.	111 2.8	58 3.2	53 2.5
(1) I was very Satisfied	701 17.8	357 19.6	344 16.4
(2) I was Satisfied.	2387 60.7	1076 58.9	1308 62.2
(3) I was UNsatisfied.	216 5.5	114 6.2	102 4.9
(4) I was very UNsatisfied	57 1.4	24 1.3	33 1.6
(5) I did not take any vocational courses.	463 11.8	198 10.8	265 12.6
16. Do you feel vocational courses, including career exploration and the development of saleable job skills, should be part of the high school program? Omit.	120 3.1	67 3.7	53 2.5
(1) Yes.	3376 85.9	1502 82.3	1871 89.0
(2) Not sure	357 9.1	207 11.3	150 7.1
(3) No	80 2.0	50 2.7	30 1.4
17. Since leaving high school: Omit.	441 11.2	229 12.5	211 10.0
(1) I have received one or more job promotions . . .	1795 45.7	880 48.2	913 43.4
(2) I have changed jobs one or more times.	2545 64.7	1100 60.2	1444 68.7
(3) I am doing the same work that I did immediately following high school graduation	439 11.2	238 13.0	201 9.6

Secondary Vocational Program Evaluation
Cycle 3 Composite Report
1987-1991 Evaluation Data

Table B2
Page B2.A3
Graduate - Five-Year Follow-up Study

Item Statement	Total N %	Male N %	Female N %
18. Since leaving high school, I have completed or am presently enrolled in: Omit.	387	166	221
	9.8	9.1	10.5
(1) A vocational-technical school diploma program one-year or less.	418	175	243
	10.6	9.6	11.6
(2) A vocational-technical school two-year associate degree program.	608	278	330
	15.5	15.2	15.7
(3) A two-year UW-Center program.	129	53	76
	3.3	2.9	3.6
(4) A four-year university system or college program.	1555	730	823
	39.5	40.0	39.1
(5) An apprenticeship program	118	80	37
	3.0	4.4	1.8
(6) An in-service or on-the-job training program. . .	457	247	209
	11.6	13.5	9.9
(7) Private school program.	110	49	61
	2.8	2.7	2.9
(8) Started a four-year university program and transferred to one of the above	150	62	88
	3.8	3.4	4.2
(9) I have not taken any additional training.	665	310	355
	16.9	17.0	16.9
19. If you checked a school/educational program in Question 18, please list your current program/area of training. Omit.	1268	621	647
	32.2	34.0	30.8
(1) Related VTAE.	582	269	313
	14.8	14.7	14.9
(2) Related four-year university.	480	229	251
	12.2	12.5	11.9
(3) Other related	211	108	102
	5.4	5.9	4.9
(4) Not related to secondary training	721	316	404
	18.3	17.3	19.2
(5) GE graduates.	672	285	386
	17.1	15.6	18.4

Secondary Vocational Program Evaluation
Cycle 3 Composite Report
1987-1991 Evaluation Data

Table B2
Page B2.B1
Graduate - Five-Year Follow-up Study

Item Statement	IPC N %	SEQ N %	GE N %
6. I am presently: Full-time - 32 hrs/week or more, Part-time - less than 32 hrs/week. Omit.	0	9	3
	0.0	0.5	0.4
(1) Employed FULL-time in a nonmilitary occupation .	676	1127	285
	67.7	62.4	41.4
(2) Employed FULL-time in the military service . . .	32	76	19
	3.2	4.2	2.8
(3) Employed PART-time--not in school.	48	92	26
	4.8	5.1	3.8
(4) Employed PART-time while in school	120	243	170
	12.0	13.4	24.7
(5) FULL-time student--not employed.	65	156	147
	6.5	8.6	21.4
(6) Unemployed, but looking for paid employment. . .	31	49	21
	3.1	2.7	3.1
(7) Unemployed, not looking for paid employment. . .	27	55	17
	2.7	3.0	2.5
7. Do you own or operate your own business? Omit . . .	119	254	167
	11.9	14.1	24.3
(1) Yes, full-time	46	47	8
	4.6	2.6	1.2
(2) Yes, part-time	40	49	13
	4.0	2.7	1.9
(3) No	794	1457	500
	79.5	80.6	72.7
8. What is your present hourly wage including tips? (Do not include overtime)	$ 7.39	$ 7.47	$ 7.20
	683	1208	362
10. May we contact your supervisor in our Employer Follow-up? Omit.	202	401	230
	20.2	22.2	33.4
(1) Yes	542	950	268
	54.3	52.6	39.0
(2) No.	255	456	190
	25.5	25.2	27.6
12. Is this job related to your area of high school vocational preparation? Omit.	126	269	198
	12.6	14.9	28.8
(1) Directly related	219	179	26
	21.9	9.9	3.8
(2) Somewhat related	406	739	191
	40.6	40.9	27.8
(3) Not related.	248	621	273
	24.8	34.4	39.7
13. Did your high school preparation help you to obtain your present job? Omit.	126	269	195
	12.6	14.9	28.3
(1) Considerably	180	186	51
	18.0	10.3	7.4
(2) Somewhat	335	616	158
	33.5	34.1	23.0
(3) Very little.	175	374	125
	17.5	20.7	18.2
(4) None	184	362	159
	18.4	20.0	23.1

Secondary Vocational Program Evaluation
Cycle 3 Composite Report
1987-1991 Evaluation Data

Table B2
Page B2.B2
Graduate - Five-Year Follow-up Study

Item Statement	IPC N %	SEQ N %	GE N %
14. What parts of your high school job training preparation have been of greatest value in your present job? Omit.	176 17.6	363 20.1	249 36.2
(1) General job skills	509 51.0	691 38.2	157 22.8
(2) Specific job skills.	207 20.7	255 14.1	27 3.9
(3) Career awareness	230 23.0	358 19.8	89 12.9
(4) General preparation.	345 34.5	571 31.6	192 27.9
(5) English skills used in vocational classes. . . .	231 23.1	434 24.0	146 21.2
(6) Math skills used in vocational classes	305 30.5	579 32.0	136 19.8
(7) Science skills used in vocational classes. . . .	65 6.5	171 9.5	59 8.6
(8) Computer skills.	246 24.6	378 20.9	94 13.7
(9) Other.	82 8.2	124 6.9	38 5.5
15. How do you feel about the vocational courses you took at your high school? Omit.	19 1.9	53 2.9	32 4.7
(1) I was very Satisfied	284 28.4	292 16.2	63 9.2
(2) I was Satisfied.	619 62.0	1186 65.6	323 46.9
(3) I was UNsatisfied.	42 4.2	117 6.5	35 5.1
(4) I was very UNsatisfied	9 0.9	23 1.3	21 3.1
(5) I did not take any vocational courses.	26 2.6	137 7.6	215 31.3
16. Do you feel vocational courses, including career exploration and the development of saleable job skills, should be part of the high school program? Omit.	21 2.1	49 2.7	27 3.9
(1) Yes.	898 89.9	1555 86.1	553 80.4
(2) Not sure	70 7.0	168 9.3	82 11.9
(3) No	10 1.0	34 1.9	28 4.1
17. Since leaving high school: Omit.	49 4.9	143 7.9	130 18.9
(1) I have received one or more job promotions . . .	522 52.3	853 47.2	255 37.1
(2) I have changed jobs one or more times.	680 68.1	1222 67.6	416 60.5
(3) I am doing the same work that I did immediately following high school graduation	136 13.6	208 11.5	62 9.0

Secondary Vocational Program Evaluation
Cycle 3 Composite Report
1987-1991 Evaluation Data

Table B2
Page B2.B3
Graduate - Five-Year Follow-up Study

Item Statement	IPC		SEQ		GE	
	N	%	N	%	N	%
18. Since leaving high school, I have completed or am presently enrolled in: Omit.	125	12.5	174	9.6	58	8.4
(1) A vocational-technical school diploma program one-year or less.	130	13.0	224	12.4	23	3.3
(2) A vocational-technical school two-year associate degree program.	201	20.1	307	17.0	32	4.7
(3) A two-year UW-Center program.	28	2.8	60	3.3	32	4.7
(4) A four-year university system or college program.	244	24.4	650	36.0	471	68.5
(5) An apprenticeship program	33	3.3	60	3.3	14	2.0
(6) An in-service or on-the-job training program. . .	120	12.0	245	13.6	44	6.4
(7) Private school program.	22	2.2	58	3.2	22	3.2
(8) Started a four-year university program and transferred to one of the above	28	2.8	77	4.3	26	3.8
(9) I have not taken any additional training.	223	22.3	300	16.6	58	8.4
19. If you checked a school/educational program in Question 18, please list your current program/area of training. Omit.	324	32.4	491	27.2	15	2.2
(1) Related VTAE.	249	24.9	333	18.4	0	0.0
(2) Related four-year university.	150	15.0	330	18.3	0	0.0
(3) Other related	82	8.2	129	7.1	0	0.0
(4) Not related to secondary training	196	19.6	524	29.0	1	0.1
(5) GE graduates.	0	0.0	0	0.0	672	97.7

Secondary Vocational Program Evaluation
Cycle 3 Composite Report
1987-1991 Evaluation Data

Table B2
Page B2.C1
Page Graduate - Five-Year Follow-up Study

Item Statement	AG N %	BE N %	HO N %	HE N %	ME N %	TE N %
6. I am presently: Full-time - 32 hrs/week or more, Part-time - less than 32 hrs/week. Omit. . . .	1	4	0	2	0	2
	0.3	0.4	0.0	0.5	0.0	0.2
(1) Employed FULL-time in a non-military occupation	219	679	15	254	74	561
	75.3	61.3	55.6	59.6	54.8	68.7
(2) Employed FULL-time in the military service	15	25	0	4	2	62
	5.2	2.3	0.0	0.9	1.5	7.6
(3) Employed PART-time--not in school	7	56	3	48	9	17
	2.4	5.1	11.1	11.3	6.7	2.1
(4) Employed PART-time while in school	25	181	3	42	25	86
	8.6	16.3	11.1	9.9	18.5	10.5
(5) Full-time student--not employed .	16	107	1	28	14	55
	5.5	9.7	3.7	6.6	10.4	6.7
(6) Unemployed, but looking for paid employment.	7	22	4	18	8	21
	2.4	2.0	14.8	4.2	5.9	2.6
(7) Unemployed, not looking for paid employment.	1	34	1	30	3	13
	0.3	3.1	3.7	7.0	2.2	1.6
7. Do you own or operate your own business? Omit. . . .	32	151	4	63	24	99
	11.0	13.6	14.8	14.8	17.8	12.1
(1) Yes, full-time	28	20	1	9	5	30
	9.6	1.8	3.7	2.1	3.7	3.7
(2) Yes, part-time	17	24	0	8	5	35
	5.8	2.2	0.0	1.9	3.7	4.3
(3) No	214	913	22	346	101	653
	73.5	82.4	81.5	81.2	74.8	79.9
8. What is your present hourly wage including tips?	$ 7.40	$ 7.03	$ 6.62	$ 6.60	$ 6.54	$ 8.59
	167	755	16	287	90	574
10. May we contact your supervisor in our Employer Follow-up? Omit. . . .	65	216	7	107	36	172
	22.3	19.5	25.9	25.1	26.7	21.1
(1) Yes	163	578	11	229	70	440
	56.0	52.2	40.7	53.8	51.9	53.9
(2) No.	63	314	9	90	29	205
	21.6	28.3	33.3	21.1	21.5	25.1
12. Is this job related to your area of high school preparation? Omit. . . .	30	164	5	73	26	97
	10.3	14.8	18.5	17.1	19.3	11.9
(1) Directly related	69	162	1	36	22	108
	23.7	14.6	3.7	8.5	16.3	13.2
(2) Somewhat related	110	478	11	164	45	336
	37.8	43.1	40.7	38.5	33.3	41.1
(3) Not related.	82	304	10	154	42	276
	28.2	27.4	37.0	36.2	31.1	33.8
13. Did your high school preparation help you obtain your present job? Omit. .	29	167	5	74	25	95
	10.0	15.1	18.5	17.4	18.5	11.6
(1) Considerably.	45	154	2	40	25	98
	15.5	13.9	7.4	9.4	18.5	12.0
(2) Somewhat.	95	396	7	148	42	263
	32.6	35.7	25.9	34.7	31.1	32.2
(3) Very little	60	211	5	72	23	178
	20.6	19.0	18.5	16.9	17.0	21.8
(4) None.	62	180	8	92	21	183
	21.3	16.2	29.6	21.6	15.6	22.4

Item Statement	AG N %	BE N %	HO N %	HE N %	ME N %	TE N %
14. What parts of your high school job training preparation have been of greatest value in your present job? Omit. . . .	56 19.2	212 19.1	8 29.6	98 23.0	28 20.7	137 16.8
(1) General job skills.	148 50.9	469 42.3	7 25.9	154 36.2	63 46.7	358 43.8
(2) Specific job skills	55 18.9	202 18.2	2 7.4	46 10.8	29 21.5	128 15.7
(3) Career awareness.	70 24.1	227 20.5	7 25.9	93 21.8	39 28.9	152 18.6
(4) General preparation	110 37.8	356 32.1	10 37.0	133 31.2	54 40.0	252 30.8
(5) English skills used in vocational classes	49 16.8	352 31.8	6 22.2	97 22.8	33 24.4	127 15.5
(6) Math skills used in vocational classes	86 29.6	341 30.8	6 22.2	98 23.0	39 28.9	312 38.2
(7) Science skills used in vocational classes	29 10.0	61 5.5	2 7.4	46 10.8	6 4.4	92 11.3
(8) Computer skills	34 11.7	373 33.7	5 18.5	59 13.8	23 17.0	130 15.9
(9) Other	23 7.9	78 7.0	2 7.4	43 10.1	11 8.1	49 6.0
15. How do you feel about the vocational courses you took at your high school? Omit. . . .	10 3.4	22 2.0	0 0.0	12 2.8	2 1.5	26 3.2
(1) I was very Satisfied.	71 24.4	217 19.6	5 18.5	69 16.2	31 23.0	183 22.4
(2) I was Satisfied	180 61.9	731 66.0	18 66.7	270 63.4	92 68.1	514 62.9
(3) I was UNsatisfied	20 6.9	56 5.1	3 11.1	25 5.9	5 3.7	49 6.0
(4) I was very UNsatisfied.	4 1.4	13 1.2	1 3.7	4 0.9	2 1.5	8 1.0
(5) I did not take any vocational courses	6 2.1	70 6.3	0 0.0	46 10.8	3 2.2	37 4.5
16. Do you feel vocational courses, including career exploration and the development of saleable job skills, should be part of the high school program? Omit. . . .	11 3.8	21 1.9	0 0.0	12 2.8	1 0.7	25 3.1
(1) Yes	232 79.7	1002 90.4	23 85.2	371 87.1	127 94.1	696 85.2
(2) Not sure.	42 14.4	66 6.0	2 7.4	39 9.2	7 5.2	82 10.0
(3) No.	6 2.1	18 1.6	2 7.4	4 0.9	0 0.0	14 1.7
17. Since leaving high school: Omit. . .	16 5.5	96 8.7	1 3.7	21 4.9	5 3.7	53 6.5
(1) I have received one or more job promotions.	136 46.7	532 48.0	11 40.7	185 43.4	78 57.8	432 52.9
(2) I have changed jobs one or more times	181 62.2	769 69.4	22 81.5	290 68.1	96 71.1	543 66.5
(3) I am doing the same work that I did immediately following high school graduation.	64 22.0	93 8.4	2 7.4	61 14.3	12 8.9	111 13.6

Secondary Vocational Program Evaluation
Cycle 3 Composite Report
1987-1991 Evaluation Data

Table B2
Page B2.C3
Graduate - Five-Year Follow-up Study

Item Statement	AG N %	BE N %	HO N %	HE N %	ME N %	TE N %
18. Since leaving high school, I have completed or am presently enrolled in: Omit. . . .	26	103	3	52	16	99
	8.9	9.3	11.1	12.2	11.9	12.1
(1) A vocational-technical school diploma program one-year or less.	36	117	4	74	13	110
	12.4	10.6	14.8	17.4	9.6	13.5
(2) A vocational-technical school two-year associate degree program . .	40	207	3	73	27	157
	13.7	18.7	11.1	17.1	20.0	19.2
(3) A two-year UW-Center program. . .	6	43	0	17	6	16
	2.1	3.9	0.0	4.0	4.4	2.0
(4) A four-year university system or college program	63	465	8	104	49	205
	21.6	42.0	29.6	24.4	36.3	25.1
(5) An apprenticeship program	11	23	1	13	3	42
	3.8	2.1	3.7	3.1	2.2	5.1
(6) An in-service or on-the-job training program.	42	115	5	51	11	141
	14.4	10.4	18.5	12.0	8.1	17.3
(7) Private school program.	8	30	1	11	2	28
	2.7	2.7	3.7	2.6	1.5	3.4
(8) Started a four-year university program and transferred to one of the above	9	45	2	20	7	22
	3.1	4.1	7.4	4.7	5.2	2.7
(9) I have not taken any additional training.	92	163	5	86	26	150
	31.6	14.7	18.5	20.2	19.3	18.4
19. If you checked a school/educational program in Question 18, please list your current program/area of training. Omit. . . .	123	258	9	129	39	256
	42.3	23.3	33.3	30.3	28.9	31.3
(1) Related VTAE	49	221	2	79	22	209
	16.8	19.9	7.4	18.5	16.3	25.6
(2) Related four-year university . . .	42	247	5	58	24	103
	14.4	22.3	18.5	13.6	17.8	12.6
(3) Other related.	22	63	2	36	6	82
	7.6	5.7	7.4	8.5	4.4	10.0
(4) Not related to secondary training.	55	318	9	124	44	169
	18.9	28.7	33.3	29.1	32.6	20.7
(5) GE graduates	0	1	0	0	0	0
	0.0	0.1	0.0	0.0	0.0	0.0

Secondary Vocational Program Evaluation
Cycle 3 Composite Report
1987-1991 Evaluation Data

Table B2
Page B2.D1
Graduate - Five-Year Follow-up Study

Item Statement	H N %	DL N %	DO N %
6. I am presently: Full-time - 32 hrs/week or more, Part-time - less than 32 hrs/week. Omit.	2 1.6	0 0.0	0 0.0
(1) Employed FULL-time in a nonmilitary occupation .	74 60.7	13 65.0	120 65.9
(2) Employed FULL-time in the military service . . .	4 3.3	2 10.0	10 5.5
(3) Employed PART-time--not in school.	13 10.7	1 5.0	9 4.9
(4) Employed PART-time while in school	6 4.9	1 5.0	16 8.8
(5) FULL-time student--not employed.	5 4.1	1 5.0	9 4.9
(6) Unemployed, but looking for paid employment. . .	12 9.8	2 10.0	7 3.8
(7) Unemployed, not looking for paid employment. . .	6 4.9	0 0.0	11 6.0
7. Do you own or operate your own business? Omit. . .	23 18.9	3 15.0	21 11.5
(1) Yes, full-time	3 2.5	0 0.0	11 6.0
(2) Yes, part-time	6 4.9	1 5.0	4 2.2
(3) No	90 73.8	16 80.0	146 80.2
8. What is your present hourly wage including tips? (Do not include overtime)	$ 6.65 76	$ 8.39 14	$ 7.13 113
10. May we contact your supervisor in our Employer Follow-up? Omit.	40 32.8	5 25.0	52 28.6
(1) Yes	62 50.8	6 30.0	101 55.5
(2) No.	20 16.4	9 45.0	29 15.9
12. Is this job related to your area of high school vocational preparation? Omit.	25 20.5	3 15.0	26 14.3
(1) Directly related	19 15.6	0 0.0	22 12.1
(2) Somewhat related	33 27.0	6 30.0	70 38.5
(3) Not related.	45 36.9	11 55.0	64 35.2
13. Did your high school preparation help you to obtain your present job? Omit.	23 18.9	3 15.0	30 16.5
(1) Considerably	20 16.4	1 5.0	20 11.0
(2) Somewhat	30 24.6	6 30.0	60 33.0
(3) Very little.	15 12.3	7 35.0	31 17.0
(4) None	34 27.9	3 15.0	41 22.5

Item Statement	H N %	DL N %	DO N %
14. What parts of your high school job training preparation have been of greatest value in your present job? Omit.	31 25.4	7 35.0	39 21.4
(1) General job skills	47 38.5	6 30.0	78 42.9
(2) Specific job skills.	15 12.3	2 10.0	16 8.8
(3) Career awareness	25 20.5	3 15.0	41 22.5
(4) General preparation.	31 25.4	7 35.0	57 31.3
(5) English skills used in vocational classes. . . .	19 15.6	3 15.0	40 22.0
(6) Math skills used in vocational classes	20 16.4	7 35.0	65 35.7
(7) Science skills used in vocational classes. . . .	7 5.7	2 10.0	11 6.0
(8) Computer skills.	12 9.8	3 15.0	25 13.7
(9) Other.	9 7.4	0 0.0	10 5.5
15. How do you feel about the vocational courses you took at your high school? Omit.	7 5.7	0 0.0	18 9.9
(1) I was very Satisfied	28 23.0	4 20.0	33 18.1
(2) I was Satisfied.	69 56.6	12 60.0	103 56.6
(3) I was UNsatisfied.	8 6.6	0 0.0	13 7.1
(4) I was very UNsatisfied	0 0.0	1 5.0	3 1.6
(5) I did not take any vocational courses.	10 8.2	3 15.0	13 7.1
16. Do you feel vocational courses, including career exploration and the development of saleable job skills, should be part of the high school program? Omit.	7 5.7	3 15.0	13 7.1
(1) Yes.	95 77.9	16 80.0	152 83.5
(2) Not sure	17 13.9	0 0.0	14 7.7
(3) No	3 2.5	1 5.0	3 1.6
17. Since leaving high school: Omit.	11 9.0	0 0.0	12 6.6
(1) I have received one or more job promotions . . .	41 33.6	6 30.0	74 40.7
(2) I have changed jobs one or more times.	82 67.2	16 80.0	129 70.9
(3) I am doing the same work that I did immediately following high school graduation	30 24.6	2 10.0	18 9.9

Secondary Vocational Program Evaluation
Cycle 3 Composite Report
1987-1991 Evaluation Data

Table B2
Page B2.D3
Graduate - Five-Year Follow-up Study

Item Statement	H N %	DL N %	DO N %
18. Since leaving high school, I have completed or am presently enrolled in: Omit.	22	2	30
	18.0	10.0	16.5
(1) A vocational-technical school diploma program one-year or less.	19	3	28
	15.6	15.0	15.4
(2) A vocational-technical school two-year associate degree program.	16	1	27
	13.1	5.0	14.8
(3) A two-year UW-Center program.	0	1	4
	0.0	5.0	2.2
(4) A four-year university system or college program.	6	5	27
	4.9	25.0	14.8
(5) An apprenticeship program	3	0	4
	2.5	0.0	2.2
(6) An in-service or on-the-job training program. . .	11	3	25
	9.0	15.0	13.7
(7) Private school program.	4	0	7
	3.3	0.0	3.8
(8) Started a four-year university program and transferred to one of the above	3	0	6
	2.5	0.0	3.3
(9) I have not taken any additional training.	51	7	47
	41.8	35.0	25.8
19. If you checked a school/educational program in Question 18, please list your current program/area of training. Omit.	57	8	74
	46.7	40.0	40.7
(1) Related VTAE.	26	4	34
	21.3	20.0	18.7
(2) Related four-year university.	4	0	12
	3.3	0.0	6.6
(3) Other related	7	0	11
	5.7	0.0	6.0
(4) Not related to secondary training	10	4	35
	8.2	20.0	19.2
(5) GE graduates.	18	4	16
	14.8	20.0	8.8

Table B2
Page B2.E1
Graduate - Five-Year Follow-up Study

Item Statement	AIN N %	API N %	BNH N %	HIS N %	WNH N %
6. I am presently: Full-time - 32 hrs/week or more, Part-time - less than 32 hrs/ week. Omit.	0	0	0	0	12
	0.0	0.0	0.0	0.0	0.3
(1) Employed FULL-time in a nonmilitary occupation.	11	0	2	3	2062
	64.7	0.0	100.0	60.0	60.1
(2) Employed FULL-time in the military service	1	0	0	0	118
	5.9	0.0	0.0	0.0	3.4
(3) Employed PART-time--not in school .	1	0	0	0	170
	5.9	0.0	0.0	0.0	5.0
(4) Employed PART-time while in school.	1	0	0	0	519
	5.9	0.0	0.0	0.0	15.1
(5) Full-time student--not employed . .	0	0	0	2	355
	0.0	0.0	0.0	40.0	10.3
(6) Unemployed, but looking for paid employment.	3	0	0	0	100
	17.6	0.0	0.0	0.0	2.9
(7) Unemployed, not looking for paid employment.	0	0	0	0	97
	0.0	0.0	0.0	0.0	2.8
7. Do you own or operate your own business? Omit.	0	0	0	2	561
	0.0	0.0	0.0	40.0	16.3
(1) Yes, full-time	0	0	0	0	97
	0.0	0.0	0.0	0.0	2.8
(2) Yes, part-time	0	0	0	0	97
	0.0	0.0	0.0	0.0	2.8
(3) No	17	0	2	3	2678
	100.0	0.0	100.0	60.0	78.0
8. What is your present hourly wage including tips?	$ 6.99	$ 0.00	$ 7.00	$ 7.63	$ 7.37
	9	0	2	2	2165
10. May we contact your supervisor in our Employer Follow-up? Omit.	3	0	0	2	869
	17.6	0.0	0.0	40.0	25.3
(1) Yes	10	0	2	2	1691
	58.8	0.0	100.0	40.0	49.3
(2) No.	4	0	0	1	873
	23.5	0.0	0.0	20.0	25.4
12. Is this job related to your area of high school preparation? Omit.	2	0	0	2	639
	11.8	0.0	0.0	40.0	18.6
(1) Directly related	2	0	1	0	402
	11.8	0.0	50.0	0.0	11.7
(2) Somewhat related	9	0	0	3	1286
	52.9	0.0	0.0	60.0	37.5
(3) Not related.	4	0	1	0	1107
	23.5	0.0	50.0	0.0	32.2
13. Did your high school preparation help you obtain your present job? Omit . . .	2	0	0	2	634
	11.8	0.0	0.0	40.0	18.5
(1) Considerably.	3	0	1	0	400
	17.6	0.0	50.0	0.0	11.7
(2) Somewhat.	7	0	1	3	1062
	41.2	0.0	50.0	60.0	30.9
(3) Very little	2	0	0	0	657
	11.8	0.0	0.0	0.0	19.1
(4) None.	3	0	0	0	681
	17.6	0.0	0.0	0.0	19.8

Item Statement	AIN N %	API N %	BNH N %	HIS N %	WNH N %
14. What parts of your high school job training preparation have been of greatest value in your present job? Omit.	3	0	0	2	825
	17.6	0.0	0.0	40.0	24.0
(1) General job skills.	6	0	2	1	1306
	35.3	0.0	100.0	20.0	38.0
(2) Specific job skills	4	0	1	2	463
	23.5	0.0	50.0	40.0	13.5
(3) Career awareness.	4	0	2	1	654
	23.5	0.0	100.0	20.0	19.1
(4) General preparation	5	0	1	1	1067
	29.4	0.0	50.0	20.0	31.1
(5) English skills used in vocational classes	5	0	1	2	774
	29.4	0.0	50.0	40.0	22.5
(6) Math skills used in vocational classes	5	0	0	2	978
	29.4	0.0	0.0	40.0	28.5
(7) Science skills used in vocational classes	1	0	1	0	282
	5.9	0.0	50.0	0.0	8.2
(8) Computer skills	4	0	0	0	686
	23.5	0.0	0.0	0.0	20.0
(9) Other	3	0	0	0	237
	17.6	0.0	0.0	0.0	6.9
15. How do you feel about the vocational courses you took at your high school? Omit.	2	0	0	0	99
	11.8	0.0	0.0	0.0	2.9
(1) I was very Satisfied.	6	0	1	0	608
	35.3	0.0	50.0	0.0	17.7
(2) I was Satisfied	6	0	1	4	2094
	35.3	0.0	50.0	80.0	61.0
(3) I was UNsatisfied	0	0	0	0	193
	0.0	0.0	0.0	0.0	5.6
(4) I was very UNsatisfied.	1	0	0	0	49
	5.9	0.0	0.0	0.0	1.4
(5) I did not take any vocational courses	2	0	0	1	392
	11.8	0.0	0.0	20.0	11.4
16. Do you feel vocational courses, including career exploration and the development of saleable job skills, should be part of the high school program? Omit.	0	0	0	0	110
	0.0	0.0	0.0	0.0	3.2
(1) Yes	16	0	1	4	2941
	94.1	0.0	50.0	80.0	85.7
(2) Not sure.	1	0	1	1	311
	5.9	0.0	50.0	20.0	9.1
(3) No.	0	0	0	0	72
	0.0	0.0	0.0	0.0	2.1
17. Since leaving high school: Omit. . . .	0	0	0	1	380
	0.0	0.0	0.0	20.0	11.1
(1) I have received one or more job promotions.	8	0	2	4	1549
	47.1	0.0	100.0	80.0	45.1
(2) I have changed jobs one or more times	13	0	1	2	2233
	76.5	0.0	50.0	40.0	65.0
(3) I am doing the same work that I did immediately following high school graduation.	5	0	0	2	388
	29.4	0.0	0.0	40.0	11.3

Secondary Vocational Program Evaluation
Cycle 3 Composite Report
1987-1991 Evaluation Data

Table B2
Page B2.E3
Graduate - Five-Year Follow-up Study

Item Statement	AIN N %	API N %	BNH N %	HIS N %	WNH N %
18. Since leaving high school, I have completed or am presently enrolled in: Omit.	3 17.6	0 0.0	1 50.0	0 0.0	345 10.0
(1) A vocational-technical school diploma program one-year or less. .	2 11.8	0 0.0	0 0.0	0 0.0	370 10.8
(2) A vocational-technical school two-year associate degree program . . .	2 11.8	0 0.0	0 0.0	1 20.0	524 15.3
(3) A two-year UW-Center program. . . .	0 0.0	0 0.0	0 0.0	0 0.0	117 3.4
(4) A four-year university system or college program	2 11.8	0 0.0	1 50.0	1 20.0	1344 39.1
(5) An apprenticeship program	1 5.9	0 0.0	0 0.0	0 0.0	103 3.0
(6) An in-service or on-the-job training program.	1 5.9	0 0.0	0 0.0	2 40.0	391 11.4
(7) Private school program.	3 17.6	0 0.0	0 0.0	1 20.0	97 2.8
(8) Started a four-year university program and transferred to one of the above	1 5.9	0 0.0	0 0.0	1 20.0	118 3.4
(9) I have not taken any additional training.	5 29.4	0 0.0	0 0.0	0 0.0	585 17.0
19. If you checked a school/educational program in Question 18, please list your current program/area of training. Omit.	6 35.3	0 0.0	2 100.0	0 0.0	868 25.3
(1) Related VTAE	3 17.6	0 0.0	0 0.0	0 0.0	557 16.2
(2) Related four-year university	2 11.8	0 0.0	0 0.0	2 40.0	463 13.5
(3) Other related.	2 11.8	0 0.0	0 0.0	1 20.0	202 5.9
(4) Not related to secondary training. .	4 23.5	0 0.0	0 0.0	0 0.0	689 20.1
(5) GE graduates	0 0.0	0 0.0	0 0.0	2 0.0	655 0.0

B3

Student Non-Completer Follow-up

Item Statement		Total N	Total %
1. Program enrolled in:	Omit.	3	6.1
(1) Instructional Program Component (IPC).		10	20.4
(2) Sequence Course.		25	51.0
(3) General Education Program.		11	22.4
2. Vocational course area:	Omit.	14	28.6
(1) Agriculture.		4	8.2
(2) Business Education		5	10.2
(3) Health Occupations		0	0.0
(4) Home Economics		8	16.3
(5) Marketing Education.		0	0.0
(6) Technology Education		18	36.7
3. Special Needs Students:	Omit.	24	49.0
(1) Handicapped (H).		6	12.2
(2) Disadvantaged - Limited English Proficient (DL).		0	0.0
(3) Disadvantaged - Other (DO)		19	38.8
4. Ethnic Group:	Omit.	4	8.2
(1) American Indian or Alaskan Native (AIN).		0	0.0
(2) Asian or Pacific Islander (API) (Includes Indian Subcontinent Origin)		0	0.0
(3) Black (BNH) (Not of Hispanic Origin)		0	0.0
(4) Hispanic (HIS) (Mexican, Puerto Rican, Cuban or other Spanish Culture)		0	0.0
(5) White (WNH) (Not of Hispanic Origin)		45	91.8
5. Sex:	Omit.	0	0.0
(1) Male		34	69.4
(2) Female		15	30.6

Secondary Vocational Program Evaluation
Cycle 3 Composite Report
1987-1991 Evaluation Data

Table B3
Page B3.A1
Student Non-Completer Follow-up Study

Item Statement	Total N	 %
6. I am presently: Full-time - 32 hrs/week or more, Part-time - less than 32 hrs/week. Omit.	0	0.0
(1) Employed FULL-time in a nonmilitary occupation .	19	38.8
(2) Employed FULL-time in the military service . . .	3	6.1
(3) Employed PART-time--not in school.	6	12.2
(4) Employed PART-time while in school	4	8.2
(5) FULL-time student--not employed.	4	8.2
(6) Unemployed, but looking for paid employment. . .	9	18.4
(7) Unemployed, not looking for paid employment. . .	4	8.2
7. Do you own or operate your own business? Omit . . .	12	24.5
(1) Yes, full-time	0	0.0
(2) Yes, part-time	0	0.0
(3) No	37	75.5
8. What is your present hourly wage including tips? (Do not include overtime) Omit.	27	$ 4.87
10. May we contact your supervisor in our Employer Follow-up? Omit.	19	38.8
(1) Yes	13	26.5
(2) No.	17	34.7
12. Is this job related to your area of high school vocational preparation? (Check one) Omit.	18	36.7
(1) Directly related	3	6.1
(2) Somewhat related	7	14.3
(3) Not related.	21	42.9
13. What is the highest grade level you completed in high school? Omit.	1	2.0
(1) 9th grade	2	4.1
(2) 10th grade	9	18.4
(3) 11th grade	28	57.1
(4) 12th grade	9	18.4
14. How do you feel about the vocational courses you took at your high school? (Check one) Omit.	0	0.0
(1) I was very Satisfied	9	18.4
(2) I was Satisfied.	31	63.3
(3) I was UNsatisfied.	3	6.1
(4) I was very UNsatisfied	1	2.0
(5) I did not take any vocational courses.	5	10.2
15. Do you feel vocational courses, including career exploration and the development of saleable job skills, should be part of the high school program? Omit.	3	6.1
(1) Yes.	33	67.3
(2) Not sure	12	24.5
(3) No	1	2.0

Item Statement	Total N	Total %
16. Reasons for leaving high school vocational program. (Check all that apply) Omit.	18	36.7
(1) Got a job.	5	10.2
(2) Changed to another school.	1	2.0
(3) School was too difficult	9	18.4
(4) School was boring.	9	18.4
(5) School was not related to my career goals. . . .	1	2.0
(6) Got married.	0	0.0
(7) Conflict with school staff	11	22.4
(8) Illness.	2	4.1
(9) Family/personal problems	13	26.5
17. Since leaving high school, I have enrolled for further education in: (Check all that apply) Omit.	7	14.3
(1) Another high school	3	6.1
(2) A vocational-technical school diploma program one-year or less.	0	0.0
(3) A vocational-technical school two-year associate degree program.	3	6.1
(4) A two-year UW-Center program.	0	0.0
(5) A four-year university system or college program.	4	8.2
(6) A GED (High School Equivalency) program	13	26.5
(7) An apprenticeship program	1	2.0
(8) An in-service or on-the-job training program. . .	3	6.1
(9) I have not taken any additional training.	19	38.8
18. If you checked a school/educational program in Question 17, please list your current program/area of training. Omit.	30	61.2
(1) Related VTAE.	1	2.0
(2) Related four-year university.	3	6.1
(3) Other related	3	6.1
(4) Not related to secondary training	7	14.3
(5) GE graduates.	5	10.2

Secondary Vocational Program Evaluation
Cycle 3 Composite Report
1987-1991 Evaluation Data

Table B3
Page B3.B1
Student Non-Completer Follow-up Study

Item Statement	Total N %	Male N %	Female N %
6. I am presently: Full-time - 32 hrs/week or more, Part-time - less than 32 hrs/week. Omit.	0 0.0	0 0.0	0 0.0
(1) Employed FULL-time in a nonmilitary occupation .	19 38.8	12 35.3	7 46.7
(2) Employed FULL-time in the military service . . .	3 6.1	3 8.8	0 0.0
(3) Employed PART-time--not in school.	6 12.2	4 11.8	2 13.3
(4) Employed PART-time while in school	4 8.2	3 8.8	1 6.7
(5) FULL-time student--not employed.	4 8.2	4 11.8	0 0.0
(6) Unemployed, but looking for paid employment. . .	9 18.4	7 20.6	2 13.3
(7) Unemployed, not looking for paid employment. . .	4 8.2	1 2.9	3 20.0
7. Do you own or operate your own business? Omit. . .	12 24.5	9 26.5	3 20.0
(1) Yes, full-time	0 0.0	0 0.0	0 0.0
(2) Yes, part-time	0 0.0	0 0.0	0 0.0
(3) No	37 75.5	25 73.5	12 80.0
8. What is your present hourly wage including tips? (Do not include overtime) Omit.	27 $ 4.87	18 $ 5.00	9 $ 4.62
10. May we contact your supervisor in our Employer Follow-up? Omit.	19 38.8	15 44.1	4 26.7
(1) Yes	13 26.5	10 29.4	3 20.0
(2) No.	17 34.7	9 26.5	8 53.3
12. Is this job related to your area of high school vocational preparation? (Check one) Omit.	18 36.7	14 41.2	4 26.7
(1) Directly related	3 6.1	3 8.8	0 0.0
(2) Somewhat related	7 14.3	4 11.8	3 20.0
(3) Not related.	21 42.9	13 38.2	8 53.3
13. What is the highest grade level you completed in high school? Omit.	1 2.0	1 2.9	0 0.0
(1) 9th grade	2 4.1	1 2.9	1 6.7
(2) 10th grade	9 18.4	8 23.5	1 6.7
(3) 11th grade	28 57.1	18 52.9	10 66.7
(4) 12th grade	9 18.4	6 17.6	3 20.0

Secondary Vocational Program Evaluation
Cycle 3 Composite Report
1987-1991 Evaluation Data

Table B3
Page B3.B2
Student Non-Completer Follow-up Study

Item Statement	Total N %	Male N %	Female N %
14. How do you feel about the vocational courses you took at your high school? (Check one) Omit.	0 0.0	0 0.0	0 0.0
(1) I was very Satisfied	9 18.4	5 14.7	4 26.7
(2) I was Satisfied.	31 63.3	22 64.7	9 60.0
(3) I was UNsatisfied.	3 6.1	2 5.9	1 6.7
(4) I was very UNsatisfied	1 2.0	0 0.0	1 6.7
(5) I did not take any vocational courses.	5 10.2	5 14.7	0 0.0
15. Do you feel vocational courses, including career exploration and the development of saleable job skills, should be part of the high school program? Omit.	3 6.1	3 8.8	0 0.0
(1) Yes.	33 67.3	22 64.7	11 73.3
(2) Not sure	12 24.5	9 26.5	3 20.0
(3) No	1 2.0	0 0.0	1 6.7
16. Reasons for leaving high school vocational program. (Check all that apply) Omit.	18 36.7	15 44.1	3 20.0
(1) Got a job.	5 10.2	2 5.9	3 20.0
(2) Changed to another school.	1 2.0	1 2.9	0 0.0
(3) School was too difficult	9 18.4	7 20.6	2 13.3
(4) School was boring.	9 18.4	6 17.6	3 20.0
(5) School was not related to my career goals. . . .	1 2.0	1 2.9	0 0.0
(6) Got married.	0 0.0	0 0.0	0 0.0
(7) Conflict with school staff	11 22.4	8 23.5	3 20.0
(8) Illness.	2 4.1	1 2.9	1 6.7
(9) Family/personal problems	13 26.5	5 14.7	8 53.3

Table B3
Page B3.B3
Student Non-Completer Follow-up Study

Item Statement	Total N %	Male N %	Female N %
17. Since leaving high school, I have enrolled for further education in: (Check all that apply) Omit.	7 14.3	3 8.8	4 26.7
(1) Another high school	3 6.1	2 5.9	1 6.7
(2) A vocational-technical school diploma program one-year or less.	0 0.0	0 0.0	0 0.0
(3) A vocational-technical school two-year associate degree program.	3 6.1	2 5.9	1 6.7
(4) A two-year UW-Center program.	0 0.0	0 0.0	0 0.0
(5) A four-year university system or college program.	4 8.2	4 11.8	0 0.0
(6) A GED (High School Equivalency) program	13 26.5	9 26.5	4 26.7
(7) An apprenticeship program	1 2.0	1 2.9	0 0.0
(8) An in-service or on-the-job training program. . .	3 6.1	2 5.9	1 6.7
(9) I have not taken any additional training.	19 38.8	14 41.2	5 33.3
18. If you checked a school/educational program in Question 17, please list your current program/area of training. Omit.	30 61.2	21 61.8	9 60.0
(1) Related VTAE.	1 2.0	0 0.0	1 6.7
(2) Related four-year university.	3 6.1	3 8.8	0 0.0
(3) Other related	3 6.1	2 5.9	1 6.7
(4) Not related to secondary training	7 14.3	5 14.7	2 13.3
(5) GE graduates.	5 10.2	3 8.8	2 13.3

C1

One-Year Employer Follow-up

Secondary Vocational Program Evaluation
Cycle 3 Composite Report
1987-1991 Evaluation Data

Table C1
Page C1.1
Employer One-Year Follow-Up Study

Item Statement		Total N	Total %
1. Program enrolled in:	Omit. . . .	16	0.7
(1) Instructional Program Component(IPC)		887	37.5
(2) Sequence Course.		1093	46.2
(3) General Education Program.		369	15.6
2. Vocational course area:	Omit	385	16.3
(1) Agriculture.		133	5.6
(2) Business Education		862	36.4
(3) Health Occupations		9	0.4
(4) Home Economics		332	14.0
(5) Marketing Education.		158	6.7
(6) Technology Education		486	20.5
3. Special Needs Students:	Omit	1971	83.3
(1) Handicapped (H).		85	3.6
(2) Disadvantaged - Limited English Proficient (DL).		8	0.3
(3) Disadvantaged - Other (DO)		301	12.7
4. Sex of student:	Omit	16	0.7
(1) Male		891	37.7
(2) Female		1458	61.6
5. Employed:	Omit	126	5.3
(1) Full time.		920	38.9
(2) Part Time.		1319	55.8
6. Ethnic Group:	Omit	30	1.3
(1) American Indian or Alaskan Native (AIN)		12	0.5
(2) Asian or Pacific Islander (API) (Includes Indian Subcontinent Origin)		9	0.4
(3) Black (BNH) (Not of Hispanic Origin)		4	0.2
(4) Hispanic (HIS) (Mexican, Puerto Rican, Cuban or other Spanish Culture)		12	0.5
(5) White (WNH) (Not of Hispanic Origin)		2298	97.2

Item Statement	Total Mean StD N	AG Mean StD N	BE Mean StD N	HO Mean StD N	HE Mean StD N	ME Mean StD N	TE Mean StD N
Please rate the individual in the following areas:							
7. Occupational knowledge.	3.652	3.712	3.724	3.000	3.560	3.800	3.491
	0.954	1.030	0.930	0.866	0.990	0.886	0.938
	2314	132	841	9	323	155	477
8. Occupational skills	3.702	3.748	3.793	3.000	3.610	3.871	3.542
	0.940	1.018	0.908	0.866	0.976	0.843	0.943
	2312	131	842	9	323	155	476
9. Work attitude	4.024	3.871	4.095	3.556	3.916	4.108	3.907
	1.017	1.051	1.021	0.882	1.037	0.871	1.022
	2359	132	860	9	332	158	484
10. Work quality.	3.975	3.917	4.035	3.778	3.895	3.994	3.858
	0.944	0.925	0.917	0.667	0.997	0.920	0.950
	2358	132	858	9	332	158	485
11. Work quantity (amount produced)	3.887	3.826	3.972	3.444	3.824	3.885	3.784
	0.991	1.000	0.973	0.726	1.001	0.977	0.991
	2340	132	850	9	330	156	481

Item Statement	Total Mean StD N	AG Mean StD N	BE Mean StD N	HO Mean StD N	HE Mean StD N	ME Mean StD N	TE Mean StD N
27. Prompt and dependable in attendance.	4.113 1.063 2348	4.076 1.050 131	4.179 1.024 855	3.444 1.333 9	4.006 1.104 329	4.293 0.982 157	4.012 1.070 483
28. Willing to accept and perform tasks	4.130 0.949 2341	4.115 0.982 131	4.211 0.906 852	3.667 1.225 9	4.000 1.020 328	4.210 0.954 157	4.037 0.936 482
29. Ability to plan and direct own work.	3.630 1.079 2250	3.568 1.110 125	3.731 1.052 813	3.000 1.000 9	3.509 1.094 320	3.664 1.143 149	3.522 1.037 464
30. Ability to make sound decisions	3.596 1.020 2233	3.658 0.983 120	3.633 0.995 814	3.222 0.972 9	3.473 1.051 317	3.709 0.991 151	3.447 1.006 456
31. Shows consideration and kindness toward others	4.147 0.926 2333	4.038 0.910 130	4.203 0.918 851	3.444 0.882 9	4.122 0.961 327	4.250 0.862 156	4.023 0.927 479
32. Neat, clean, and appropriate appearance.	4.242 0.904 2345	4.023 0.932 131	4.330 0.836 855	3.444 0.882 9	4.250 0.954 328	4.408 0.784 157	4.015 0.983 482
33. Flexibility to accept change. .	3.968 0.967 2300	3.770 0.997 126	4.079 0.926 839	3.333 0.707 9	3.893 0.988 319	3.961 0.946 155	3.826 0.982 477
34. Ability to learn new job tasks.	4.063 0.922 2330	3.962 0.935 130	4.145 0.909 847	3.556 0.882 9	3.932 0.971 324	4.070 0.934 157	3.969 0.923 481

Item Statement	Total N %	AG N %	BE N %	HO N %	HE N %	ME N %	TE N %
35. What is your overall rating of this individual's occupational competence as it relates to his/her job? Omit. . .	16 0.7	2 1.5	6 0.7	0 0.0	4 1.2	1 0.6	2 0.4
(1) Very Poor	2 0.1	0 0.0	0 0.0	0 0.0	1 0.3	0 0.0	1 0.2
(2) Poor.	55 2.3	2 1.5	15 1.7	1 11.1	9 2.7	4 2.5	12 2.5
(3) Acceptable.	412 17.4	26 19.5	135 15.7	1 11.1	77 23.2	19 12.0	99 20.4
(4) Good.	863 36.5	46 34.6	307 35.6	4 44.4	113 34.0	59 37.3	205 42.2
(5) Very Good	1017 43.0	57 42.9	399 46.3	3 33.3	128 38.6	75 47.5	167 34.4

Secondary Vocational Program Evaluation
Cycle 3 Composite Report
1987-1991 Evaluation Data

Table C1
Page C1.A1
Employer One-Year Follow-Up Study

Item Statement	Total Mean StD N	AG Mean StD N	BE Mean StD N	HO Mean StD N	HE Mean StD N	ME Mean StD N	TE Mean StD N
In the following areas of basic skills, how well prepared was this employee?							
12. Reading	4.092 0.896 1901	3.790 0.935 100	4.206 0.838 714	4.125 0.991 8	4.053 0.929 262	4.203 0.886 133	3.826 0.899 368
13. Spelling.	3.953 0.961 1804	3.586 1.063 87	4.072 0.893 696	4.000 0.756 8	3.940 0.969 248	4.039 0.955 127	3.632 0.982 340
14. Computer literacy	3.704 1.057 1039	3.236 1.053 55	3.889 0.985 467	3.000 0.000 1	3.442 1.044 120	3.888 0.981 80	3.369 1.117 157
15. Math.	3.840 0.964 1646	3.614 0.988 88	3.898 0.937 627	3.500 0.707 2	3.809 0.928 225	3.975 0.943 119	3.610 1.001 323
16. Science	3.744 0.947 723	3.421 0.981 57	3.785 0.948 256	3.667 1.155 3	3.802 0.792 91	3.815 0.913 54	3.573 0.929 150
17. Writing	3.783 0.971 1721	3.465 0.912 101	3.885 0.930 643	3.875 0.835 8	3.798 0.910 247	3.926 0.941 121	3.408 1.006 321
18. Speaking.	3.854 0.963 2209	3.680 0.939 128	3.913 0.935 814	4.111 0.928 9	3.790 0.968 310	4.014 0.903 148	3.625 0.968 440
19. Listening	3.866 0.982 2286	3.664 0.950 128	3.943 0.962 836	3.778 0.833 9	3.783 0.990 322	3.987 0.896 153	3.665 0.995 463
20. Problem solving	3.612 1.048 2150	3.602 1.092 123	3.639 1.028 793	3.571 0.535 7	3.490 1.076 294	3.741 1.073 147	3.507 1.011 436
Please rate this employee on each of the characteristics listed below.							
21. Use of tools and equipment. . .	3.829 0.934 2164	3.855 0.899 124	3.858 0.919 781	3.000 1.225 9	3.720 0.946 304	3.821 0.939 140	3.827 0.927 462
22. Selection and care of space, materials, and supplies	3.731 0.940 2168	3.639 0.899 119	3.822 0.905 788	2.875 1.246 8	3.687 0.941 300	3.808 0.897 146	3.577 0.958 459
23. Ability to work with co-workers	4.127 0.925 2338	4.023 0.923 129	4.174 0.899 851	3.667 0.707 9	4.101 0.935 328	4.212 0.887 156	4.023 0.960 484
24. Accepting advice and supervision	4.021 1.021 2334	3.854 1.065 130	4.074 0.978 848	3.222 0.833 9	4.018 1.043 328	4.019 1.038 156	3.927 1.050 482
25. Working in a leadership role when applicable	3.552 1.115 1859	3.586 1.125 99	3.588 1.094 663	3.000 1.069 8	3.423 1.165 267	3.649 1.119 134	3.432 1.073 377
26. Understanding the value and importance of work.	3.824 1.078 2329	3.760 1.116 129	3.879 1.072 848	3.333 1.323 9	3.832 1.053 327	3.871 1.091 155	3.696 1.041 481

Secondary Vocational Program Evaluation
Cycle 3 Composite Report
1987-1991 Evaluation Data

Table C1
Page C1.A3
Employer One-Year Follow-Up Study

Item Statement	Total N %	AG N %	BE N %	HO N %	HE N %	ME N %	TE N %
36. How would you rate this employee's preparation in relation to other employees in his or her work group?							
(0) No basis for comparison. . .	204	13	76	0	28	13	50
	8.6	9.8	8.8	0.0	8.4	8.2	10.3
(1) Individual is less prepared.	198	12	67	1	31	12	45
	8.4	9.0	7.8	11.1	9.3	7.6	9.3
(2) Both are about the same. . .	1048	62	370	6	152	62	232
	44.3	46.6	42.9	66.7	45.8	39.2	47.7
(3) Individual is better prepared	915	46	349	2	121	71	159
	38.7	34.6	40.5	22.2	36.4	44.9	32.7
37. What has been this employee's attitude toward on-the-job training? Omit. . .	19	2	8	0	3	2	2
	0.8	1.5	0.9	0.0	0.9	1.3	0.4
(1) No training has been offered	16	2	5	0	1	1	3
	0.7	1.5	0.6	0.0	0.3	0.6	0.6
(2) Negative, resists training .	21	1	3	0	3	0	7
	0.9	0.8	0.3	0.0	0.9	0.0	1.4
(3) Acceptant, but needs prodding	309	19	102	2	53	23	71
	13.1	14.3	11.8	22.2	16.0	14.6	14.6
(4) Positive, willing to learn .	1081	58	369	4	162	69	242
	45.7	43.6	42.8	44.4	48.8	43.7	49.8
(5) Very positive, eager to learn	919	51	375	3	110	63	161
	38.9	38.3	43.5	33.3	33.1	39.9	33.1
38. If the opportunity should arise, would you promote this employee? Omit. . .	85	5	31	0	14	10	14
	3.6	3.8	3.6	0.0	4.2	6.3	2.9
(1) Yes.	1526	82	580	7	192	98	320
	64.5	61.7	67.3	77.8	57.8	62.0	65.8
(2) Not sure	577	40	201	1	87	38	114
	24.4	30.1	23.3	11.1	26.2	24.1	23.5
(3) No	176	6	50	1	38	12	38
	7.4	4.5	5.8	11.1	11.4	7.6	7.8
39. When hiring recent high school graduates, would you prefer to hire persons who have had high school vocational training? Omit. . .	34	4	15	0	5	2	5
	1.4	3.0	1.7	0.0	1.5	1.3	1.0
(1) No preference.	437	21	141	2	69	25	90
	18.5	15.8	16.4	22.2	20.8	15.8	18.5
(2) Some preference.	1010	54	383	5	153	70	177
	42.7	40.6	44.4	55.6	46.1	44.3	36.4
(3) A good deal of preference. .	884	54	323	2	105	61	214
	37.4	40.6	37.5	22.2	31.6	38.6	44.0

Item Statement	Total N %	AG N %	BE N %	HO N %	HE N %	ME N %	TE N %
40. Do you feel vocational courses including career exploration and the development of saleable job skills should be part of the high school program? Omit. . .	33 1.4	5 3.8	13 1.5	0 0.0	6 1.8	2 1.3	5 1.0
(1) Yes.	2063 87.2	108 81.2	764 88.6	7 77.8	286 86.1	144 91.1	426 87.7
(2) Not sure	245 10.4	17 12.8	81 9.4	2 22.2	35 10.5	11 7.0	51 10.5
(3) No	25 1.1	3 2.3	4 0.5	0 0.0	6 1.8	1 0.6	4 0.8
41. In which of the following ways does your business work with secondary schools to support education? Omit. . .	938 39.7	62 46.6	321 37.2	4 44.4	132 39.8	57 36.1	200 41.2
(1) Suggesting new vocational courses.	204 8.6	12 9.0	74 8.6	0 0.0	28 8.4	3 1.9	50 10.3
(2) Recommending equipment and materials to be used	218 9.2	17 12.8	83 9.6	0 0.0	26 7.8	5 3.2	54 11.1
(3) Providing equipment/ materials/donations.	362 15.3	24 18.0	125 14.5	1 11.1	52 15.7	13 8.2	93 19.1
(4) Providing facilities	306 12.9	18 13.5	117 13.6	2 22.2	48 14.5	13 8.2	58 11.9
(5) Providing vocational students with work experience	1137 48.1	53 39.8	452 52.4	5 55.6	162 48.8	90 57.0	210 43.2
(6) Serving on advisory committees	341 14.4	32 24.1	127 14.7	0 0.0	40 12.0	25 15.8	64 13.2
(7) Providing teachers with work experience.	171 7.2	4 3.0	50 5.8	0 0.0	28 8.4	7 4.4	46 9.5
(8) Releasing employees to teach vocational courses	133 5.6	5 3.8	44 5.1	0 0.0	26 7.8	7 4.4	31 6.4
(9) Partnerships	80 3.4	5 3.8	33 3.8	0 0.0	9 2.7	4 2.5	15 3.1

Item Statement	Total Mean StD N	Male Mean StD N	Female Mean StD N
Please rate the individual in the following areas:			
7. Occupational knowledge.	3.652 0.954 2314	3.590 0.966 873	3.690 0.945 1425
8. Occupational skills	3.702 0.940 2312	3.629 0.956 871	3.745 0.929 1425
9. Work attitude	4.024 1.017 2359	3.963 1.000 888	4.062 1.025 1455
10. Work quality.	3.975 0.944 2358	3.918 0.935 889	4.010 0.949 1453
11. Work quantity (amount produced)	3.887 0.991 2340	3.819 0.985 884	3.928 0.994 1440

Secondary Vocational Program Evaluation
Cycle 3 Composite Report
1987-1991 Evaluation Data

Table C1
Page C1.B1
Employer One-Year Follow-Up Study

Item Statement	Total Mean StD N	Male Mean StD N	Female Mean StD N
In the following areas of basic skills, how well prepared was this employee?			
12. Reading	4.092 0.896 1901	3.934 0.893 680	4.180 0.886 1207
13. Spelling	3.953 0.961 1804	3.734 0.984 623	4.068 0.929 1168
14. Computer literacy	3.704 1.057 1039	3.503 1.151 308	3.793 0.999 725
15. Math	3.840 0.964 1646	3.745 0.976 592	3.889 0.955 1046
16. Science	3.744 0.947 723	3.657 0.941 283	3.800 0.949 439
17. Writing	3.783 0.971 1721	3.561 0.984 613	3.906 0.940 1097
18. Speaking	3.854 0.963 2209	3.719 0.953 815	3.933 0.962 1378
19. Listening	3.866 0.982 2286	3.758 0.970 856	3.929 0.985 1414
20. Problem solving	3.612 1.048 2150	3.593 1.033 816	3.621 1.058 1319
Please rate this employee on each of the characteristics listed below.			
21. Use of tools and equipment	3.829 0.934 2164	3.859 0.934 841	3.808 0.937 1308
22. Selection and care of space, materials, and supplies	3.731 0.940 2168	3.619 0.953 831	3.801 0.926 1322
23. Ability to work with co-workers	4.127 0.925 2338	4.075 0.921 880	4.160 0.928 1442
24. Accepting advice and supervision	4.021 1.021 2334	3.972 1.018 883	4.051 1.023 1435
25. Working in a leadership role when applicable	3.552 1.115 1859	3.523 1.103 713	3.566 1.126 1133
26. Understanding the value and importance of work	3.824 1.078 2329	3.766 1.060 880	3.858 1.090 1433

Item Statement	Total Mean StD N	Male Mean StD N	Female Mean StD N
27. Prompt and dependable in attendance.	4.113 1.063 2348	4.070 1.055 885	4.135 1.068 1447
28. Willing to accept and perform tasks.	4.130 0.949 2341	4.071 0.933 884	4.165 0.958 1441
29. Ability to plan and direct own work.	3.630 1.079 2250	3.573 1.061 845	3.660 1.087 1390
30. Ability to make sound decisions.	3.596 1.020 2233	3.552 1.009 840	3.617 1.027 1379
31. Shows consideration and kindness toward others . . .	4.147 0.926 2333	4.056 0.915 881	4.205 0.929 1436
32. Neat, clean, and appropriate appearance.	4.242 0.904 2345	4.089 0.931 885	4.333 0.875 1444
33. Flexibility to accept change	3.968 0.967 2300	3.873 0.968 865	4.027 0.961 1420
34. Ability to learn new job tasks	4.063 0.922 2330	4.006 0.922 884	4.099 0.920 1430

Item Statement	Total N %	Male N %	Female N %
35. What is your overall rating of this individual's occupational competence as it relates to his/her job? Omit. . .	16 0.7	4 0.4	12 0.8
(1) Very Poor	2 0.1	1 0.1	1 0.1
(2) Poor.	55 2.3	19 2.1	36 2.5
(3) Acceptable.	412 17.4	169 19.0	241 16.5
(4) Good.	863 36.5	344 38.6	511 35.0
(5) Very Good	1017 43.0	354 39.7	657 45.1

Secondary Vocational Program Evaluation
Cycle 3 Composite Report
1987-1991 Evaluation Data

Table C1
Page C1.B3
Employer One-Year Follow-Up Study

Item Statement	Total N %	Male N %	Female N %
36. How would you rate this employee's preparation in relation to other employees in his or her work group?			
(0) No basis for comparison.	204	73	127
	8.6	8.2	8.7
(1) Individual is less prepared.	198	76	121
	8.4	8.5	8.3
(2) Both are about the same.	1048	411	632
	44.3	46.1	43.3
(3) Individual is better prepared.	915	331	578
	38.7	37.1	39.6
37. What has been this employee's attitude toward on-the-job training? Omit.	19	6	13
	0.8	0.7	0.9
(1) No training has been offered	16	6	10
	0.7	0.7	0.7
(2) Negative, resists training	21	9	12
	0.9	1.0	0.8
(3) Acceptant, but needs prodding.	309	120	188
	13.1	13.5	12.9
(4) Positive, willing to learn	1081	437	634
	45.7	49.0	43.5
(5) Very positive, eager to learn.	919	313	601
	38.9	35.1	41.2
38. If the opportunity should arise, would you promote this employee? Omit.	85	23	62
	3.6	2.6	4.3
(1) Yes.	1526	593	922
	64.5	66.6	63.2
(2) Not sure	577	218	354
	24.4	24.5	24.3
(3) No	176	57	119
	7.4	6.4	8.2
39. When hiring recent high school graduates, would you prefer to hire persons who have had high school vocational training? Omit.	34	9	25
	1.4	1.0	1.7
(1) No preference.	437	160	274
	18.5	18.0	18.8
(2) Some preference.	1010	359	648
	42.7	40.3	44.4
(3) A good deal of preference.	884	363	511
	37.4	40.7	35.0

Rating Scale
5 = Well Prepared
3 = Adequately Prepared
1 = Not at all Prepared

Standard Deviation Key
0 to .60 = Very High Level of Agreement
.61 to 1.20 = High Level of Agreement
1.21 to 1.80 = Moderate Level of Agreement
1.81 & Above = Low Level of Agreement

Item Statement	Total N %	Male N %	Female N %
40. Do you feel vocational courses including career exploration and the development of saleable job skills should be part of the high school program? Omit. . .	33 1.4	9 1.0	24 1.6
(1) Yes.	2063 87.2	781 87.7	1270 87.1
(2) Not sure	245 10.4	91 10.2	151 10.4
(3) No	25 1.1	10 1.1	14 1.0
41. In which of the following ways does your business work with secondary schools to support education? Omit. .	938 39.7	360 40.4	568 39.0
(1) Suggesting new vocational courses.	204 8.6	86 9.7	117 8.0
(2) Recommending equipment and materials to be used.	218 9.2	94 10.5	124 8.5
(3) Providing equipment/materials/donations.	362 15.3	151 16.9	211 14.5
(4) Providing facilities	306 12.9	113 12.7	193 13.2
(5) Providing vocational students with work experience	1137 48.1	403 45.2	728 49.9
(6) Serving on advisory committees	341 14.4	127 14.3	213 14.6
(7) Providing teachers with work experience.	171 7.2	66 7.4	105 7.2
(8) Releasing employees to teach vocational courses.	133 5.6	44 4.9	88 6.0
(9) Partnerships	80 3.4	24 2.7	56 3.8

Item Statement	IPC Mean StD N	SEQ Mean StD N	GE Mean StD N
Please rate the individual in the following areas:			
7. Occupational knowledge.	3.683 0.938 870	3.608 0.961 1067	3.704 0.971 361
8. Occupational skills	3.743 0.926 869	3.666 0.947 1067	3.700 0.958 360
9. Work attitude	4.043 0.991 884	3.970 1.040 1091	4.136 1.000 368
10. Work quality.	3.982 0.910 883	3.932 0.970 1091	4.084 0.946 368
11. Work quantity (amount produced)	3.950 0.946 877	3.825 1.016 1081	3.913 1.017 366

Secondary Vocational Program Evaluation
Cycle 3 Composite Report
1987-1991 Evaluation Data

Table C1
Page C1.C1
Employer One-Year Follow-Up Study

Item Statement	IPC Mean StD N	SEQ Mean StD N	GE Mean StD N
In the following areas of basic skills, how well prepared was this employee?			
12. Reading	4.053	4.075	4.233
	0.903	0.886	0.899
	717	869	300
13. Spelling	3.900	3.935	4.131
	0.980	0.942	0.961
	693	814	283
14. Computer literacy	3.743	3.644	3.801
	1.055	1.043	1.083
	439	441	151
15. Math	3.811	3.797	4.032
	0.996	0.932	0.963
	645	740	251
16. Science	3.704	3.703	3.981
	0.937	0.921	1.032
	294	317	108
17. Writing	3.726	3.747	4.034
	0.990	0.942	0.969
	664	778	266
18. Speaking	3.801	3.827	4.058
	0.945	0.964	0.989
	836	1014	343
19. Listening	3.851	3.815	4.045
	0.954	0.997	0.992
	863	1049	358
20. Problem solving	3.607	3.570	3.737
	1.029	1.053	1.078
	819	982	334
Please rate this employee on each of the characteristics listed below.			
21. Use of tools and equipment	3.874	3.775	3.875
	0.909	0.944	0.970
	823	998	328
22. Selection and care of space, materials, and supplies	3.777	3.673	3.786
	0.921	0.938	0.989
	834	987	332
23. Ability to work with co-workers	4.140	4.092	4.198
	0.899	0.942	0.936
	876	1082	364
24. Accepting advice and supervision	4.008	4.004	4.096
	1.015	1.024	1.027
	877	1076	365
25. Working in a leadership role when applicable	3.549	3.503	3.678
	1.089	1.123	1.159
	699	849	298
26. Understanding the value and importance of work	3.869	3.768	3.868
	1.053	1.082	1.127
	877	1073	363

Secondary Vocational Program Evaluation
Cycle 3 Composite Report
1987-1991 Evaluation Data

Table C1
Page C1.C2
Employer One-Year Follow-Up Study

Item Statement	IPC Mean StD N	SEQ Mean StD N	GE Mean StD N
27. Prompt and dependable in attendance.	4.162 1.022 881	4.063 1.078 1083	4.125 1.113 368
28. Willing to accept and perform tasks.	4.173 0.937 878	4.082 0.956 1082	4.159 0.956 365
29. Ability to plan and direct own work.	3.662 1.061 842	3.588 1.079 1039	3.667 1.117 354
30. Ability to make sound decisions.	3.608 0.982 844	3.530 1.032 1024	3.741 1.063 351
31. Shows consideration and kindness toward others . . .	4.142 0.896 874	4.127 0.952 1079	4.217 0.918 364
32. Neat, clean, and appropriate appearance.	4.207 0.902 878	4.229 0.920 1085	4.355 0.853 366
33. Flexibility to accept change	3.971 0.943 868	3.936 0.979 1058	4.050 0.982 359
34. Ability to learn new job tasks	4.074 0.932 877	4.020 0.931 1072	4.167 0.863 365

Item Statement	IPC N %	SEQ N %	GE N %
35. What is your overall rating of this individual's occupational competence as it relates to his/her job?			
Omit. . .	8 0.9	7 0.6	1 0.3
(1) Very Poor	0 0.0	2 0.2	0 0.0
(2) Poor.	15 1.7	28 2.6	12 3.3
(3) Acceptable.	151 17.0	206 18.8	53 14.4
(4) Good.	328 37.0	406 37.1	123 33.3
(5) Very Good	385 43.4	444 40.6	180 48.8

Secondary Vocational Program Evaluation
Cycle 3 Composite Report
1987-1991 Evaluation Data

Table C1
Page C1.C3
Employer One-Year Follow-Up Study

Item Statement	IPC N	IPC %	SEQ N	SEQ %	GE N	GE %
36. How would you rate this employee's preparation in relation to other employees in his or her work group?						
(0) No basis for comparison.	94	10.6	86	7.9	21	5.7
(1) Individual is less prepared.	67	7.6	101	9.2	29	7.9
(2) Both are about the same.	362	40.8	522	47.8	160	43.4
(3) Individual is better prepared.	364	41.0	384	35.1	159	43.1
37. What has been this employee's attitude toward on-the-job training? Omit.	8	0.9	9	0.8	2	0.5
(1) No training has been offered	2	0.2	10	0.9	4	1.1
(2) Negative, resists training	3	0.3	12	1.1	6	1.6
(3) Acceptant, but needs prodding.	114	12.9	155	14.2	39	10.6
(4) Positive, willing to learn	372	41.9	532	48.7	169	45.8
(5) Very positive, eager to learn.	388	43.7	375	34.3	149	40.4
38. If the opportunity should arise, would you promote this employee? Omit.	35	3.9	39	3.6	11	3.0
(1) Yes.	576	64.9	703	64.3	236	64.0
(2) Not sure	216	24.4	265	24.2	91	24.7
(3) No	60	6.8	85	7.8	31	8.4
39. When hiring recent high school graduates, would you prefer to hire persons who have had high school vocational training? Omit.	12	1.4	19	1.7	3	0.8
(1) No preference.	123	13.9	225	20.6	86	23.3
(2) Some preference.	359	40.5	484	44.3	163	44.2
(3) A good deal of preference.	393	44.3	365	33.4	117	31.7

Rating Scale
5 = Well Prepared
3 = Adequately Prepared
1 = Not at all prepared

Standard Deviation Key
0 to .60 = Very High Level of Agreement
.61 to 1.20 = High Level of Agreement
1.21 to 1.80 = Moderate Level of Agreement
1.81 & Above = Low Level of Agreement

Item Statement	IPC N %	SEQ N %	GE N %
40. Do you feel vocational courses including career exploration and the development of saleable job skills should be part of the high school program? Omit. . .	13 1.5	18 1.6	2 0.5
(1) Yes.	791 89.2	944 86.4	314 85.1
(2) Not sure	79 8.9	118 10.8	46 12.5
(3) No	4 0.5	14 1.3	7 1.9
41. In which of the following ways does your business work with secondary schools to support education? Omit. .	328 37.0	449 41.1	150 40.7
(1) Suggesting new vocational courses.	72 8.1	94 8.6	37 10.0
(2) Recommending equipment and materials to be used.	80 9.0	104 9.5	34 9.2
(3) Providing equipment/materials/donations.	130 14.7	177 16.2	55 14.9
(4) Providing facilities	115 13.0	140 12.8	50 13.6
(5) Providing vocational students with work experience	461 52.0	510 46.7	161 43.6
(6) Serving on advisory committees	145 16.3	142 13.0	52 14.1
(7) Providing teachers with work experience.	58 6.5	76 7.0	37 10.0
(8) Releasing employees to teach vocational courses.	51 5.7	62 5.7	19 5.1
(9) Partnerships	26 2.9	40 3.7	14 3.8

Item Statement	H Mean StD N	DL Mean StD N	DO Mean StD N
Please rate the individual in the following areas:			
7. Occupational knowledge.	3.119 0.924 84	3.250 0.707 8	3.392 0.936 296
8. Occupational skills	3.120 0.916 83	3.000 1.069 8	3.459 0.944 294
9. Work attitude	3.776 1.073 85	2.875 1.356 8	3.827 1.034 301
10. Work quality.	3.529 0.971 85	2.875 1.246 8	3.744 0.985 301
11. Work quantity (amount produced)	3.373 1.079 83	2.750 1.035 8	3.635 1.025 299

Secondary Vocational Program Evaluation
Cycle 3 Composite Report
1987-1991 Evaluation Data

Table C1
Page C1.D1
Employer One-Year Follow-Up Study

Item Statement	H Mean StD N	DL Mean StD N	DO Mean StD N
In the following areas of basic skills, how well prepared was this employee?			
12. Reading	3.227 0.957 66	2.714 0.756 7	3.943 0.896 228
13. Spelling	3.086 1.031 58	3.000 0.816 4	3.737 0.916 209
14. Computer literacy	2.769 1.177 26	2.000 0.000 1	3.515 1.001 97
15. Math	3.182 1.156 55	2.800 0.837 5	3.619 0.882 197
16. Science	3.037 0.898 27	3.000 0.000 1	3.615 0.744 65
17. Writing	2.952 1.047 62	2.800 1.304 5	3.542 0.908 203
18. Speaking	3.250 0.935 80	3.000 0.535 8	3.606 0.997 282
19. Listening	3.361 0.983 83	2.875 0.991 8	3.624 1.002 290
20. Problem solving	2.908 1.098 76	2.429 1.272 7	3.311 1.045 270
Please rate this employee on each of the characteristics listed below.			
21. Use of tools and equipment	3.494 0.942 83	3.125 0.835 8	3.667 0.952 276
22. Selection and care of space, materials, and supplies	3.300 0.973 80	2.571 0.976 7	3.522 0.923 270
23. Ability to work with co-workers	3.675 1.037 83	3.250 1.035 8	3.953 0.961 299
24. Accepting advice and supervision	3.671 1.106 85	2.875 1.458 8	3.842 1.055 297
25. Working in a leadership role when applicable	2.696 1.154 69	3.000 2.000 3	3.140 1.186 228
26. Understanding the value and importance of work	3.318 1.115 85	2.875 1.246 8	3.532 1.148 295

Item Statement	H Mean StD N	DL Mean StD N	DO Mean StD N
27. Prompt and dependable in attendance.	3.729 1.238 85	3.250 1.488 8	3.886 1.197 297
28. Willing to accept and perform tasks.	3.835 1.132 85	3.250 1.165 8	3.963 0.979 296
29. Ability to plan and direct own work.	2.938 1.095 80	3.000 1.581 5	3.319 1.135 285
30. Ability to make sound decisions.	2.987 1.061 80	2.714 1.113 7	3.241 1.046 278
31. Shows consideration and kindness toward others . . .	3.976 1.018 84	3.375 1.302 8	3.946 0.975 297
32. Neat, clean, and appropriate appearance.	3.847 1.064 85	4.000 0.756 8	4.013 1.015 298
33. Flexibility to accept change	3.464 1.124 84	2.625 1.408 8	3.745 0.963 294
34. Ability to learn new job tasks	3.622 1.140 82	3.250 1.165 8	3.852 0.914 297

Item Statement	H N %	DL N %	DO N %
35. What is your overall rating of this individual's occupational competence as it relates to his/her job?			
Omit. . .	0 0.0	0 0.0	3 1.0
(1) Very Poor	1 1.2	0 0.0	1 0.3
(2) Poor.	3 3.5	1 12.5	13 4.3
(3) Acceptable.	26 30.6	3 37.5	71 23.6
(4) Good.	38 44.7	3 37.5	126 41.9
(5) Very Good	17 20.0	1 12.5	87 28.9

Table C1
Page C1.D3
Employer One-Year Follow-Up Study

Item Statement	H		DL		DO	
	N	%	N	%	N	%
36. How would you rate this employee's preparation in relation to other employees in his or her work group?						
(0) No basis for comparison.	10	11.8	0	0.0	26	8.6
(1) Individual is less prepared.	11	12.9	2	25.0	38	12.6
(2) Both are about the same.	46	54.1	5	62.5	142	47.2
(3) Individual is better prepared.	18	21.2	1	12.5	95	31.6
37. What has been this employee's attitude toward on-the-job training? Omit. . .	0	0.0	0	0.0	3	1.0
(1) No training has been offered	0	0.0	0	0.0	2	0.7
(2) Negative, resists training	1	1.2	1	12.5	5	1.7
(3) Acceptant, but needs prodding.	18	21.2	3	37.5	46	15.3
(4) Positive, willing to learn	42	49.4	3	37.5	159	52.8
(5) Very positive, eager to learn.	24	28.2	1	12.5	86	28.6
38. If the opportunity should arise, would you promote this employee? Omit. . .	2	2.4	0	0.0	12	4.0
(1) Yes.	39	45.9	2	25.0	171	56.8
(2) Not sure	32	37.6	4	50.0	81	26.9
(3) No	12	14.1	2	25.0	37	12.3
39. When hiring recent high school graduates, would you prefer to hire persons who have had high school vocational training? Omit. . .	0	0.0	0	0.0	5	1.7
(1) No preference.	21	24.7	3	37.5	67	22.3
(2) Some preference.	38	44.7	4	50.0	127	42.2
(3) A good deal of preference.	26	30.6	1	12.5	102	33.9

Rating Scale
5 = Well Prepared
3 = Adequately Prepared
1 = Not at all Prepared

Standard Deviation Key
0 to .60 = Very High Level of Agreement
.61 to 1.20 = High Level of Agreement
1.21 to 1.80 = Moderate Level of Agreement
1.81 & Above = Low Level of Agreement

Item Statement	H N %	DL N %	DO N %
40. Do you feel vocational courses including career exploration and the development of saleable job skills should be part of the high school program? Omit. . .	1 1.2	0 0.0	4 1.3
(1) Yes.	74 87.1	8 100.0	258 85.7
(2) Not sure	9 10.6	0 0.0	38 12.6
(3) No	1 1.2	0 0.0	2 0.7
41. In which of the following ways does your business work with secondary schools to support education? Omit. .	35 41.2	2 25.0	135 44.9
(1) Suggesting new vocational courses.	5 5.9	3 37.5	21 7.0
(2) Recommending equipment and materials to be used.	15 17.6	1 12.5	22 7.3
(3) Providing equipment/materials/donations.	10 11.8	1 12.5	41 13.6
(4) Providing facilities	15 17.6	1 12.5	32 10.6
(5) Providing vocational students with work experience	39 45.9	5 62.5	130 43.2
(6) Serving on advisory committees	7 8.2	2 25.0	37 12.3
(7) Providing teachers with work experience.	4 4.7	0 0.0	19 6.3
(8) Releasing employees to teach vocational courses.	3 3.5	1 12.5	18 6.0
(9) Partnerships	2 2.4	0 0.0	9 3.0

	AIN Mean StD N	API Mean StD N	BNH Mean StD N	HIS Mean StD N	WNH Mean StD N
Please rate the individual in the following areas:					
7. Occupational knowledge.	3.333 1.155 12	3.778 1.093 9	4.000 0.816 4	3.600 1.075 10	3.653 0.954 2249
8. Occupational skills	3.333 1.155 12	3.667 1.225 9	3.750 0.957 4	3.500 1.269 10	3.704 0.939 2247
9. Work attitude	3.833 0.937 12	4.111 0.782 9	3.750 0.500 4	3.750 1.215 12	4.030 1.016 2292
10. Work quality.	3.500 0.905 12	4.000 1.000 9	3.750 0.957 4	3.636 1.120 11	3.982 0.945 2292
11. Work quantity (amount produced)	3.583 0.793 12	3.889 1.364 9	4.000 1.414 4	3.545 1.128 11	3.891 0.991 2274

Secondary Vocational Program Evaluation
Cycle 3 Composite Report
1987-1991 Evaluation Data

Table C1
Page C1.E1
Employer One-Year Follow-Up Study

	AIN Mean StD N	API Mean StD N	BNH Mean StD N	HIS Mean StD N	WNH Mean StD N
In the following areas of basic skills, how well prepared was this employee?					
12. Reading	3.500	4.000	4.667	4.000	4.096
	1.069	1.291	0.577	1.000	0.893
	8	7	3	9	1845
13. Spelling	3.833	4.000	5.000	3.750	3.955
	0.983	1.000	0.000	1.165	0.961
	6	7	2	8	1753
14. Computer literacy	4.500	3.833	4.000	3.800	3.709
	1.000	0.983	0.000	1.304	1.055
	4	6	1	5	1004
15. Math	3.625	3.800	4.500	3.429	3.843
	0.916	0.837	0.707	0.976	0.964
	8	5	2	7	1605
16. Science	4.000	3.333	4.000	4.000	3.746
	1.414	0.577	0.000	0.000	0.953
	2	3	1	1	705
17. Writing	3.714	3.667	4.500	3.143	3.788
	0.951	0.816	0.707	1.069	0.973
	7	6	2	7	1673
18. Speaking	3.375	3.667	4.000	3.600	3.860
	1.061	1.000	1.155	0.843	0.964
	8	9	4	10	2148
19. Listening	3.300	3.667	4.250	3.636	3.873
	1.059	0.866	0.957	1.206	0.980
	10	9	4	11	2222
20. Problem solving	3.714	3.625	3.250	3.273	3.616
	0.951	1.061	0.957	1.009	1.050
	7	8	4	11	2093
Please rate this employee on each of the characteristics listed below.					
21. Use of tools and equipment	3.545	4.111	4.500	3.636	3.829
	1.036	0.928	0.577	1.027	0.936
	11	9	4	11	2101
22. Selection and care of space, materials, and supplies	3.727	4.000	4.000	3.636	3.731
	1.104	1.000	0.816	1.206	0.939
	11	7	4	11	2107
23. Ability to work with co-workers	4.083	4.250	4.250	4.091	4.129
	0.793	0.707	0.957	1.044	0.926
	12	8	4	11	2273
24. Accepting advice and supervision	3.545	4.250	4.250	4.000	4.024
	0.934	0.707	0.957	1.183	1.022
	11	8	4	11	2270
25. Working in a leadership role when applicable	3.222	3.429	4.000	3.167	3.554
	1.302	1.512	1.000	1.329	1.115
	9	7	3	6	1808
26. Understanding the value and importance of work	3.182	3.778	4.250	3.909	3.828
	1.079	1.302	0.957	1.300	1.077
	11	9	4	11	2264

	AIN Mean StD N	API Mean StD N	BNH Mean StD N	HIS Mean StD N	WNH Mean StD N
27. Prompt and dependable in attendance	3.333 1.231 12	3.667 1.225 9	3.750 1.258 4	4.250 1.215 12	4.117 1.060 2282
28. Willing to accept and perform tasks	3.333 1.155 12	4.111 0.928 9	4.500 1.000 4	4.364 0.924 11	4.133 0.946 2275
29. Ability to plan and direct own work	3.273 1.348 11	3.875 1.246 8	3.750 0.500 4	3.100 0.994 10	3.634 1.078 2188
30. Ability to make sound decisions	3.000 1.342 11	3.429 1.134 7	3.500 0.577 4	3.273 1.104 11	3.601 1.018 2172
31. Shows consideration and kindness towards others.	3.750 1.215 12	4.286 0.951 7	4.250 0.957 4	4.364 0.674 11	4.150 0.924 2269
32. Neat, clean, and appropriate appearance . .	4.083 0.900 12	4.000 0.926 8	4.000 1.155 4	4.250 0.754 12	4.244 0.904 2279
33. Flexibility to accept change.	3.818 0.751 11	4.000 0.756 8	4.250 0.957 4	3.818 1.250 11	3.969 0.967 2237
34. Ability to learn new job tasks.	3.818 0.874 11	4.125 0.835 8	4.000 0.816 4	3.727 1.104 11	4.068 0.922 2266

Item Statement	AIN N %	API N %	BNH N %	HIS N %	WNH N %
35. What is your overall rating of this individual's occupational competence as it relates to his/her job? Omit. . .	0 0.0	0 0.0	0 0.0	0 0.0	16 0.7
(1) Very Poor.	0 0.0	0 0.0	0 0.0	0 0.0	2 0.1
(2) Poor	0 0.0	0 0.0	0 0.0	1 8.3	54 2.3
(3) Acceptable	4 33.3	3 33.3	1 25.0	3 25.0	393 17.1
(4) Good	4 33.3	2 22.2	1 25.0	4 33.3	841 36.6
(5) Very Good.	4 33.3	4 44.4	2 50.0	4 33.3	992 43.2

Secondary Vocational Program Evaluation
Cycle 3 Composite Report
1987-1991 Evaluation Data

Table C1
Page C1.E3
Employer One-Year Follow-Up Study

Item Statement	AIN N %	API N %	BNH N %	HIS N %	WNH N %
36. How would you rate this employee's preparation in relation to other employees in his or her work group?					
(0) No basis for comparison	1 8.3	1 11.1	0 0.0	4 33.3	195 8.5
(1) Individual is less prepared	1 8.3	2 22.2	0 0.0	1 8.3	191 8.3
(2) Both are about the same	7 58.3	3 33.3	2 50.0	3 25.0	1024 44.6
(3) Individual is better.	3 25.0	3 33.3	2 50.0	4 33.3	888 38.6
37. What has been this employee's attitude toward on-the-job training? Omit. . .	0 0.0	0 0.0	0 0.0	0 0.0	19 0.8
(1) No training has been offered.	1 8.3	0 0.0	0 0.0	1 8.3	14 0.6
(2) Negative, resists training.	0 0.0	0 0.0	0 0.0	0 0.0	21 0.9
(3) Acceptant, but needs prodding	2 16.7	1 11.1	1 25.0	1 8.3	301 13.1
(4) Positive, willing to learn.	6 50.0	4 44.4	1 25.0	5 41.7	1050 45.7
(5) Very positive, eager to learn	3 25.0	4 44.4	2 50.0	5 41.7	893 38.9
38. If the opportunity should arise, would you promote this employee? Omit. . .	0 0.0	0 0.0	0 0.0	3 25.0	82 3.6
(1) Yes	6 50.0	4 44.4	3 75.0	6 50.0	1489 64.8
(2) Not sure.	6 50.0	5 55.6	0 0.0	2 16.7	552 24.0
(3) No.	0 0.0	0 0.0	1 25.0	1 8.3	174 7.6
39. When hiring recent high school graduates, would you prefer to hire persons who have had high school vocational training? Omit. . .	0 0.0	0 0.0	0 0.0	0 0.0	34 1.5
(1) No preference	1 8.3	3 33.3	1 25.0	2 16.7	424 18.5
(2) Some preference	6 50.0	4 44.4	2 50.0	4 33.3	983 42.8
(3) A good deal of preference	5 41.7	2 22.2	1 25.0	6 50.0	857 37.3

Item Statement	AIN N %	API N %	BNH N %	HIS N %	WNH N %
40. Do you feel vocational courses including career exploration and the development of salable job skills should be part of the high school program? Omit. . .	0	0	0	0	32
	0.0	0.0	0.0	0.0	1.4
(1) Yes	12	9	4	11	2002
	100.0	100.0	100.0	91.7	87.1
(2) Not sure.	0	0	0	1	240
	0.0	0.0	0.0	8.3	10.4
(3) No.	0	0	0	0	25
	0.0	0.0	0.0	0.0	1.1
41. In which of the following ways does your business work with secondary schools to support education? Omit. . .	5	2	0	6	909
	41.7	22.2	0.0	50.0	39.6
(1) Suggesting new vocational courses . . .	1	0	1	0	200
	8.3	0.0	25.0	0.0	8.7
(2) Recommending equipment and materials to be used.	1	0	1	1	214
	8.3	0.0	25.0	8.3	9.3
(3) Providing equipment/materials/ donations	3	1	0	2	353
	25.0	11.1	0.0	16.7	15.4
(4) Providing facilities.	3	2	0	1	298
	25.0	22.2	0.0	8.3	13.0
(5) Providing vocational students with work experience.	7	6	4	6	1103
	58.3	66.7	100.0	50.0	48.0
(6) Serving on advisory committees.	1	3	0	1	332
	8.3	33.3	0.0	8.3	14.4
(7) Providing teachers with work experience.	0	2	1	0	168
	0.0	22.2	25.0	0.0	7.3
(8) Releasing employees to teach vocational courses	1	1	1	1	126
	8.3	11.1	25.0	8.3	5.5
(9) Partnerships.	1	1	0	0	76
	8.3	11.1	0.0	0.0	3.3

Rating Scale	*Standard Deviation Key*
5 = Well Prepared	*0 to .60 = Very High Level of Agreement*
3 = Adequately Prepared	*.61 to 1.20 = High Level of Agreement*
1 = Not at all Prepared	*1.21 to 1.80 = Moderate Level of Agreement*
	1.81 & Above = Low Level of Agreement

C2

Five-Year Employer Follow-up

Secondary Vocational Program Evaluation
Cycle 3 Composite Report
1987-1991 Evaluation Data

Table C2
Page C2.1
Employer Five-Year Follow-Up Study

Item Statement		Total N	Total %
1. Program enrolled in:	Omit. . . .	1	0.1
(1) Instructional Program Component(IPC)		225	28.3
(2) Sequence Course.		479	60.3
(3) General Education Program.		89	11.2
2. Vocational course area:	Omit	90	11.3
(1) Agriculture.		78	9.8
(2) Business Education		295	37.2
(3) Health Occupations		9	1.1
(4) Home Economics		110	13.9
(5) Marketing Education.		20	2.5
(6) Technology Education		192	24.2
3. Special Needs Students:	Omit	713	89.8
(1) Handicapped (H).		21	2.6
(2) Disadvantaged - Limited English Proficient (DL).		5	0.6
(3) Disadvantaged - Other (DO)		55	6.9
4. Sex of student:	Omit	3	0.4
(1) Male		345	43.5
(2) Female		446	56.2
5. Employed:	Omit	51	6.4
(1) Full time.		587	73.9
(2) Part Time.		156	19.6
6. Ethnic Group:	Omit	29	3.7
(1) American Indian or Alaskan Native (AIN)		7	0.9
(2) Asian or Pacific Islander (API) (Includes Indian Subcontinent Origin)		0	0.0
(3) Black (BNH) (Not of Hispanic Origin)		0	0.0
(4) Hispanic (HIS) (Mexican, Puerto Rican, Cuban or other Spanish Culture)		2	0.3
(5) White (WNH) (Not of Hispanic Origin)		756	95.2

Item Statement	Total Mean StD N	AG Mean StD N	BE Mean StD N	HO Mean StD N	HE Mean StD N	ME Mean StD N	TE Mean StD N
Please rate the individual in the following areas:							
7. Occupational knowledge.	3.891 0.913 780	3.816 0.875 76	3.934 0.874 289	3.250 1.035 8	3.815 0.968 108	3.900 0.852 20	3.791 0.939 191
8. Occupational skills	3.937 0.898 778	3.842 0.834 76	4.003 0.878 288	3.250 1.035 8	3.926 0.944 108	4.000 0.858 20	3.795 0.923 190
9. Work attitude	4.237 0.933 790	4.192 0.869 78	4.288 0.904 292	4.125 1.126 8	4.145 1.012 110	4.400 0.754 20	4.120 0.961 192
10. Work quality.	4.225 0.832 788	4.231 0.755 78	4.288 0.799 292	4.000 1.195 8	4.145 0.917 110	4.100 0.788 20	4.068 0.875 192
11. Work quantity (amount produced)	4.172 0.895 785	4.128 0.827 78	4.272 0.855 290	3.625 1.061 8	4.109 0.971 110	4.368 0.761 19	4.005 0.926 191

Secondary Vocational Program Evaluation
Cycle 3 Composite Report
1987-1991 Evaluation Data

Table C2
Page C2.A1
Employer Five-Year Follow-Up Study

Item Statement	Total Mean StD N	AG Mean StD N	BE Mean StD N	HO Mean StD N	HE Mean StD N	ME Mean StD N	TE Mean StD N
In the following areas of basic skills, how well prepared was this employee?							
12. Reading	4.187 0.865 706	3.971 0.916 70	4.359 0.774 262	3.600 1.140 5	4.100 0.905 100	4.444 0.784 18	3.890 0.882 172
13. Spelling.	4.058 0.934 695	3.791 0.946 67	4.264 0.825 265	3.167 1.169 6	3.979 0.995 96	4.111 1.023 18	3.780 0.940 164
14. Computer literacy	3.669 1.130 481	3.300 1.291 30	3.875 1.087 208	3.000 1.633 4	3.410 1.070 61	3.733 0.884 15	3.509 1.139 112
15. Math.	3.946 0.938 628	3.810 0.931 63	4.038 0.954 239	3.250 1.258 4	3.949 0.932 79	3.941 0.827 17	3.783 0.927 161
16. Science	3.863 0.993 342	3.525 0.905 40	3.992 1.017 120	3.000 0.000 1	3.979 1.000 48	3.750 0.886 8	3.651 0.991 86
17. Writing	3.868 0.915 684	3.603 0.908 63	4.035 0.886 254	3.000 0.000 6	3.919 0.933 99	4.000 0.840 18	3.616 0.875 164
18. Speaking.	3.950 0.941 765	3.805 0.932 77	4.018 0.907 284	3.625 0.916 8	3.888 1.003 107	4.000 0.816 19	3.863 0.954 183
19. Listening	4.004 0.931 782	3.922 0.855 77	4.069 0.895 289	3.750 0.886 8	3.944 0.979 107	4.200 0.768 20	3.828 1.001 192
20. Problem solving	3.817 0.984 770	3.711 0.964 76	3.845 0.961 284	3.571 1.397 7	3.721 1.092 104	4.000 0.795 20	3.735 1.002 189
Please rate this employee on each of the characteristics listed below.							
21. Use of tools and equipment. . .	4.028 0.865 722	4.197 0.817 76	4.004 0.831 263	2.667 0.577 3	3.871 0.913 101	3.944 0.639 18	4.033 0.895 183
22. Selection and care of space, materials, and supplies	4.007 0.882 758	3.946 0.890 74	4.039 0.869 280	4.000 1.000 7	4.000 0.851 106	4.050 0.826 20	3.898 0.913 187
23. Ability to work with co-workers	4.197 0.914 790	4.128 0.917 78	4.203 0.884 295	4.286 1.113 7	4.109 0.980 110	4.250 0.716 20	4.147 0.946 191
24. Accepting advice and supervision	4.142 0.972 791	4.103 0.847 78	4.169 0.972 295	4.000 1.512 8	4.027 1.009 110	4.050 0.759 20	4.068 1.024 192
25. Working in a leadership role when applicable	3.809 1.008 707	3.847 0.974 72	3.832 1.003 262	3.571 1.397 7	3.755 1.065 98	4.063 0.680 16	3.684 1.036 174
26. Understanding the value and importance of work.	4.115 0.975 788	4.065 0.864 77	4.169 0.965 295	3.750 1.035 8	4.056 1.058 108	4.250 0.716 20	4.005 1.016 190

Secondary Vocational Program Evaluation
Cycle 3 Composite Report
1987-1991 Evaluation Data

Table C2
Page C2.A2
Employer Five-Year Follow-Up Study

Item Statement	Total Mean StD N	AG Mean StD N	BE Mean StD N	HO Mean StD N	HE Mean StD N	ME Mean StD N	TE Mean StD N
27. Prompt and dependable in attendance.	4.292 0.952 788	4.234 0.916 77	4.388 0.889 294	4.000 1.195 8	4.093 1.132 108	3.900 1.210 20	4.251 0.900 191
28. Willing to accept and perform tasks	4.307 0.852 792	4.295 0.808 78	4.393 0.805 295	4.125 1.126 8	4.136 0.883 110	4.300 0.801 20	4.188 0.930 192
29. Ability to plan and direct own work.	3.997 0.988 777	3.933 0.977 75	4.045 0.942 288	3.875 0.991 8	3.855 1.065 110	4.250 0.851 20	3.904 1.050 188
30. Ability to make sound decisions	3.915 0.927 777	3.907 0.932 75	4.000 0.912 287	3.875 0.991 8	3.785 0.932 107	3.750 0.786 20	3.821 0.931 190
31. Shows consideration and kindness toward others	4.266 0.883 787	4.218 0.863 78	4.304 0.895 293	4.500 1.069 8	4.239 0.849 109	4.250 0.910 20	4.132 0.878 190
32. Neat, clean, and appropriate appearance.	4.379 0.803 792	4.205 0.903 78	4.464 0.785 295	4.500 0.756 8	4.358 0.788 109	4.600 0.598 20	4.250 0.786 192
33. Flexibility to accept change. .	4.055 0.937 785	3.936 0.958 78	4.103 0.949 291	3.625 1.408 8	4.019 0.875 108	4.300 0.801 20	3.937 0.955 191
34. Ability to learn new job tasks.	4.275 0.818 788	4.179 0.818 78	4.363 0.794 292	3.875 0.991 8	4.173 0.855 110	4.300 0.801 20	4.162 0.840 191

Item Statement	Total N %	AG N %	BE N %	HO N %	HE N %	ME N %	TE N %
35. What is your overall rating of this individual's occupational competence as it relates to his/her job? Omit. . .	6 0.8	0 0.0	2 0.7	1 11.1	0 0.0	0 0.0	1 0.5
(1) Very Poor	3 0.4	0 0.0	0 0.0	0 0.0	2 1.8	0 0.0	0 0.0
(2) Poor.	12 1.5	0 0.0	2 0.7	1 11.1	4 3.6	0 0.0	4 2.1
(3) Acceptable.	74 9.3	6 7.7	23 7.8	1 11.1	17 15.5	3 15.0	17 8.9
(4) Good.	258 32.5	24 30.8	97 32.9	4 44.4	27 24.5	6 30.0	78 40.6
(5) Very Good	441 55.5	48 61.5	171 58.0	2 22.2	60 54.5	11 55.0	92 47.9
36. If the opportunity should arise, would you promote this employee? Omit. . .	20 2.5	1 1.3	5 1.7	2 22.2	4 3.6	0 0.0	4 2.1
(1) Yes.	619 78.0	61 78.2	234 79.3	5 55.6	85 77.3	18 90.0	150 78.1
(2) Not sure	134 16.9	16 20.5	50 16.9	2 22.2	16 14.5	1 5.0	32 16.7
(3) No	21 2.6	0 0.0	6 2.0	0 0.0	5 4.5	1 5.0	6 3.1

Secondary Vocational Program Evaluation
Cycle 3 Composite Report
1987-1991 Evaluation Data

Table C2
Page C2.A3
Employer Five-Year Follow-Up Study

Item Statement	Total N %	AG N %	BE N %	HO N %	HE N %	ME N %	TE N %
37. When hiring recent high school graduates, would you prefer to hire persons who have had high school vocational training? Omit. . .	28 3.5	2 2.6	11 3.7	1 11.1	1 0.9	0 0.0	7 3.6
(1) No preference.	125 15.7	9 11.5	49 16.6	3 33.3	18 16.4	4 20.0	18 9.4
(2) Some preference.	316 39.8	33 42.3	113 38.3	3 33.3	46 41.8	7 35.0	84 43.8
(3) A good deal of preference. .	325 40.9	34 43.6	122 41.4	2 22.2	45 40.9	9 45.0	83 43.2
38. In which of the following ways does your business work with secondary schools to support education? Omit. . .	366 46.1	30 38.5	142 48.1	3 33.3	48 43.6	12 60.0	89 46.4
(1) Suggesting new vocational courses.	93 11.7	8 10.3	28 9.5	2 22.2	11 10.0	2 10.0	35 18.2
(2) Recommending equipment and materials to be used	91 11.5	8 10.3	29 9.8	1 11.1	7 6.4	1 5.0	34 17.7
(3) Providing equipment/ materials/donations.	134 16.9	19 24.4	39 13.2	0 0.0	20 18.2	3 15.0	40 20.8
(4) Providing facilities	107 13.5	14 17.9	29 9.8	2 22.2	22 20.0	2 10.0	26 13.5
(5) Providing vocational students with work experience	255 32.1	27 34.6	103 34.9	2 22.2	41 37.3	5 25.0	51 26.6
(6) Serving on advisory committees	144 18.1	19 24.4	43 14.6	2 22.2	22 20.0	2 10.0	40 20.8
(7) Providing teachers with work experience.	59 7.4	5 6.4	24 8.1	0 0.0	7 6.4	0 0.0	18 9.4
(8) Releasing employees to teach vocational courses	55 6.9	4 5.1	16 5.4	4 44.4	8 7.3	3 15.0	14 7.3
(9) Partnerships	38 4.8	5 6.4	11 3.7	2 22.2	7 6.4	1 5.0	7 3.6

Item Statement	Total Mean StD N	Male Mean StD N	Female Mean StD N
Please rate the individual in the following areas:			
7. Occupational knowledge.	3.891 0.913 780	3.832 0.895 340	3.938 0.925 437
8. Occupational skills	3.937 0.898 778	3.855 0.871 338	4.000 0.914 437
9. Work attitude	4.237 0.933 790	4.210 0.897 343	4.255 0.962 444
10. Work quality.	4.225 0.832 788	4.149 0.837 343	4.283 0.824 442
11. Work quantity (amount produced)	4.172 0.895 785	4.096 0.893 342	4.230 0.895 440

Secondary Vocational Program Evaluation
Cycle 3 Composite Report
1987-1991 Evaluation Data

Table C2
Page C2.B1
Employer Five-Year Follow-up Study

Item Statement	Total Mean StD N	Male Mean StD N	Female Mean StD N
In the following areas of basic skills, how well prepared was this employee?			
12. Reading	4.187 0.865 706	4.026 0.882 309	4.320 0.816 394
13. Spelling	4.058 0.934 695	3.890 0.940 299	4.196 0.898 393
14. Computer literacy	3.669 1.130 481	3.516 1.215 192	3.776 1.049 286
15. Math	3.946 0.938 628	3.876 0.947 283	4.006 0.932 342
16. Science	3.863 0.993 342	3.713 0.973 171	4.030 0.985 169
17. Writing	3.868 0.915 684	3.687 0.895 291	4.010 0.898 390
18. Speaking	3.950 0.941 765	3.868 0.949 334	4.016 0.929 428
19. Listening	4.004 0.931 782	3.919 0.932 344	4.069 0.928 435
20. Problem solving	3.817 0.984 770	3.788 0.948 340	3.838 1.014 427
Please rate this employee on each of the characteristics listed below.			
21. Use of tools and equipment	4.028 0.865 722	4.052 0.869 327	4.005 0.864 392
22. Selection and care of space, materials, and supplies	4.007 0.882 758	3.935 0.905 336	4.067 0.861 419
23. Ability to work with co-workers	4.197 0.914 790	4.212 0.880 344	4.185 0.940 443
24. Accepting advice and supervision	4.142 0.972 791	4.165 0.914 345	4.122 1.017 443
25. Working in a leadership role when applicable	3.809 1.008 707	3.772 0.984 312	3.834 1.027 392
26. Understanding the value and importance of work	4.115 0.975 788	4.067 0.948 341	4.149 0.997 444

Secondary Vocational Program Evaluation
Cycle 3 Composite Report
1987-1991 Evaluation Data

Table C2
Page C2.B2
Employer Five-Year Follow-up Study

Item Statement	Total Mean StD N	Male Mean StD N	Female Mean StD N
27. Prompt and dependable in attendance.	4.292 0.952 788	4.266 0.911 342	4.312 0.983 443
28. Willing to accept and perform tasks.	4.307 0.852 792	4.252 0.878 345	4.347 0.832 444
29. Ability to plan and direct own work.	3.997 0.988 777	3.964 0.989 338	4.023 0.989 436
30. Ability to make sound decisions.	3.915 0.927 777	3.897 0.913 341	3.924 0.938 433
31. Shows consideration and kindness toward others . . .	4.266 0.883 787	4.208 0.857 342	4.312 0.902 442
32. Neat, clean, and appropriate appearance.	4.379 0.803 792	4.265 0.813 344	4.472 0.784 445
33. Flexibility to accept change	4.055 0.937 785	3.983 0.911 343	4.107 0.956 439
34. Ability to learn new job tasks	4.275 0.818 788	4.187 0.834 343	4.344 0.799 442

Item Statement	Total N %	Male N %	Female N %
35. What is your overall rating of this individual's occupational competence as it relates to his/her job? Omit. . .	6 0.8	1 0.3	5 1.1
(1) Very Poor	3 0.4	1 0.3	2 0.4
(2) Poor.	12 1.5	5 1.4	7 1.6
(3) Acceptable.	74 9.3	26 7.5	48 10.8
(4) Good.	258 32.5	130 37.7	127 28.5
(5) Very Good	441 55.5	182 52.8	257 57.6
36. If the opportunity should arise, would you promote this employee? Omit. . .	20 2.5	6 1.7	14 3.1
(1) Yes.	619 78.0	274 79.4	343 76.9
(2) Not sure	134 16.9	56 16.2	77 17.3
(3) No	21 2.6	9 2.6	12 2.7

Item Statement	Total N %	Male N %	Female N %
37. When hiring recent high school graduates, would you prefer to hire persons who have had high school vocational training? Omit. . .	28 3.5	9 2.6	19 4.3
(1) No preference.	125 15.7	52 15.1	72 16.1
(2) Some preference.	316 39.8	145 42.0	171 38.3
(3) A good deal of preference.	325 40.9	139 40.3	184 41.3
38. In which of the following ways does your business work with secondary schools to support education? Omit. .	366 46.1	152 44.1	211 47.3
(1) Suggesting new vocational courses.	93 11.7	47 13.6	46 10.3
(2) Recommending equipment and materials to be used.	91 11.5	49 14.2	42 9.4
(3) Providing equipment/materials/donations.	134 16.9	71 20.6	63 14.1
(4) Providing facilities	107 13.5	46 13.3	61 13.7
(5) Providing vocational students with work experience	255 32.1	99 28.7	156 35.0
(6) Serving on advisory committees	144 18.1	73 21.2	71 15.9
(7) Providing teachers with work experience.	59 7.4	30 8.7	29 6.5
(8) Releasing employees to teach vocational courses.	55 6.9	27 7.8	28 6.3
(9) Partnerships	38 4.8	18 5.2	20 4.5

Item Statement	IPC Mean StD N	SEQ Mean StD N	GE Mean StD N
Please rate the individual in the following areas:			
7. Occupational knowledge.	3.905 0.920 222	3.830 0.905 470	4.195 0.887 87
8. Occupational skills	3.964 0.892 222	3.880 0.906 468	4.184 0.829 87
9. Work attitude	4.246 0.941 224	4.193 0.929 476	4.438 0.916 89
10. Work quality.	4.214 0.825 224	4.179 0.851 476	4.494 0.697 87
11. Work quantity (amount produced)	4.153 0.884 222	4.152 0.905 474	4.318 0.865 88

Secondary Vocational Program Evaluation
Cycle 3 Composite Report
1987-1991 Evaluation Data

Table C2
Page C2.C1
Employer Five-Year Follow-up Study

Item Statement	IPC Mean StD N	SEQ Mean StD N	GE Mean StD N
In the following areas of basic skills, how well prepared was this employee?			
12. Reading	4.139 0.878 201	4.143 0.865 426	4.590 0.633 78
13. Spelling	3.980 0.969 199	4.046 0.915 417	4.359 0.837 78
14. Computer literacy	3.617 1.187 141	3.682 1.100 289	3.800 1.088 50
15. Math	3.868 0.925 182	3.942 0.952 381	4.203 0.858 64
16. Science	3.788 0.940 99	3.838 1.031 204	4.237 0.820 38
17. Writing	3.800 0.917 195	3.868 0.906 409	4.076 0.888 79
18. Speaking	3.940 0.911 218	3.920 0.950 460	4.151 0.952 86
19. Listening	4.009 0.937 222	3.947 0.934 471	4.295 0.860 88
20. Problem solving	3.864 0.955 220	3.743 1.009 460	4.079 0.882 89
Please rate this employee on each of the characteristics listed below.			
21. Use of tools and equipment	4.123 0.842 211	3.949 0.867 433	4.195 0.874 77
22. Selection and care of space, materials, and supplies	4.027 0.872 219	3.963 0.883 455	4.193 0.890 83
23. Ability to work with co-workers	4.242 0.888 223	4.132 0.928 478	4.432 0.868 88
24. Accepting advice and supervision	4.121 0.997 224	4.100 0.972 479	4.425 0.871 87
25. Working in a leadership role when applicable	3.788 1.050 198	3.782 1.002 431	4.000 0.918 77
26. Understanding the value and importance of work	4.131 0.954 222	4.076 0.990 476	4.281 0.941 89

Table C2
Page C2.C2
Employer Five-Year Follow-up Study

Item Statement	IPC Mean StD N	SEQ Mean StD N	GE Mean StD N
27. Prompt and dependable in attendance.	4.306 0.978 222	4.252 0.945 476	4.461 0.918 89
28. Willing to accept and perform tasks.	4.299 0.886 224	4.271 0.849 479	4.511 0.758 88
29. Ability to plan and direct own work.	3.986 0.986 220	3.959 1.000 469	4.218 0.908 87
30. Ability to make sound decisions.	3.909 0.892 220	3.893 0.936 467	4.034 0.959 89
31. Shows consideration and kindness toward others . . .	4.251 0.895 223	4.232 0.877 475	4.477 0.871 88
32. Neat, clean, and appropriate appearance.	4.375 0.838 224	4.360 0.783 478	4.506 0.814 89
33. Flexibility to accept change	4.036 0.986 223	4.021 0.925 473	4.273 0.854 88
34. Ability to learn new job tasks	4.270 0.829 222	4.241 0.824 477	4.466 0.742 88

Item Statement	IPC N %	SEQ N %	GE N %
35. What is your overall rating of this individual's occupational competence as it relates to his/her job? Omit. . .	2 0.9	2 0.4	2 2.2
(1) Very Poor	0 0.0	2 0.4	1 1.1
(2) Poor.	2 0.9	9 1.9	1 1.1
(3) Acceptable.	26 11.6	41 8.6	7 7.9
(4) Good.	66 29.3	170 35.5	22 24.7
(5) Very Good	129 57.3	255 53.2	56 62.9
36. If the opportunity should arise, would you promote this employee? Omit. . .	3 1.3	13 2.7	4 4.5
(1) Yes.	184 81.8	369 77.0	65 73.0
(2) Not sure	34 15.1	83 17.3	17 19.1
(3) No	4 1.8	14 2.9	3 3.4

Table C2
Page C2.C3
Employer Five-Year Follow-up Study

Item Statement	IPC N %	SEQ N %	GE N %
37. When hiring recent high school graduates, would you prefer to hire persons who have had high school vocational training? Omit. . .	5 2.2	17 3.5	6 6.7
(1) No preference.	29 12.9	72 15.0	24 27.0
(2) Some preference.	82 36.4	204 42.6	30 33.7
(3) A good deal of preference.	109 48.4	186 38.8	29 32.6

Item Statement	IPC N %	SEQ N %	GE N %
38. In which of the following ways does your business work with secondary schools to support education? Omit. .	102 45.3	222 46.3	41 46.1
(1) Suggesting new vocational courses.	23 10.2	63 13.2	7 7.9
(2) Recommending equipment and materials to be used.	29 12.9	51 10.6	11 12.4
(3) Providing equipment/materials/donations.	42 18.7	79 16.5	13 14.6
(4) Providing facilities	30 13.3	65 13.6	12 13.5
(5) Providing vocational students with work experience	70 31.1	159 33.2	26 29.2
(6) Serving on advisory committees	43 19.1	85 17.7	16 18.0
(7) Providing teachers with work experience.	15 6.7	39 8.1	5 5.6
(8) Releasing employees to teach vocational courses.	17 7.6	32 6.7	6 6.7
(9) Partnerships	9 4.0	24 5.0	5 5.6

Item Statement	H Mean StD N	DL Mean StD N	DO Mean StD N
Please rate the individual in the following areas:			
7. Occupational knowledge.	3.429 0.926 21	3.400 0.548 5	3.519 1.023 54
8. Occupational skills	3.476 0.873 21	3.400 0.548 5	3.648 1.012 54
9. Work attitude	3.429 1.121 21	4.400 0.894 5	4.036 1.018 55
10. Work quality.	3.810 0.873 21	4.200 1.095 5	3.927 1.069 55
11. Work quantity (amount produced)	3.714 0.902 21	4.200 1.095 5	3.945 1.061 55

Secondary Vocational Program Evaluation
Cycle 3 Composite Report
1987-1991 Evaluation Data

Table C2
Page C2.D1
Employer Five-Year Follow-up Study

Item Statement	H			DL			DO		
	Mean	StD	N	Mean	StD	N	Mean	StD	N
In the following areas of basic skills, how well prepared was this employee?									
12. Reading	3.500	0.924	18	4.000	1.000	3	3.857	1.021	49
13. Spelling	3.333	0.816	15	3.500	0.707	2	3.644	1.004	45
14. Computer literacy	3.385	1.044	13	3.000	0.000	1	3.300	1.291	30
15. Math	3.312	0.946	16	3.500	0.577	4	3.333	1.000	45
16. Science	3.167	1.115	12	4.000	0.000	1	3.381	1.161	21
17. Writing	3.389	0.979	18	3.667	0.577	3	3.643	0.983	42
18. Speaking	3.429	1.121	21	4.000	1.155	4	3.519	1.145	54
19. Listening	3.619	0.865	21	4.000	1.000	5	3.667	1.149	54
20. Problem solving	3.190	0.981	21	3.500	1.291	4	3.463	1.161	54
Please rate this employee on each of the characteristics listed below.									
21. Use of tools and equipment	3.714	0.845	21	4.000	1.155	4	3.765	0.971	51
22. Selection and care of space, materials, and supplies	3.571	0.926	21	4.000	1.155	4	3.804	1.000	51
23. Ability to work with co-workers	3.429	1.028	21	4.200	0.837	5	3.945	1.044	55
24. Accepting advice and supervision	3.524	1.030	21	4.200	1.095	5	3.836	1.135	55
25. Working in a leadership role when applicable	3.000	0.943	19	3.400	1.140	5	3.429	1.173	49
26. Understanding the value and importance of work	3.300	0.923	20	4.400	0.894	5	3.782	1.134	55

Item Statement	H Mean StD N	DL Mean StD N	DO Mean StD N
27. Prompt and dependable in attendance.	3.450 1.050 20	3.800 0.837 5	3.926 1.226 54
28. Willing to accept and perform tasks.	3.524 0.873 21	4.400 0.894 5	4.036 0.999 55
29. Ability to plan and direct own work.	3.238 1.091 21	4.000 1.000 5	3.500 1.161 54
30. Ability to make sound decisions.	3.200 0.834 20	3.600 1.342 5	3.547 1.011 53
31. Shows consideration and kindness toward others . . .	3.850 0.933 20	4.600 0.548 5	4.055 0.931 55
32. Neat, clean, and appropriate appearance.	3.750 0.851 20	4.600 0.548 5	4.091 0.928 55
33. Flexibility to accept change	3.381 0.669 21	4.000 1.000 5	3.925 0.978 53
34. Ability to learn new job tasks	3.476 0.814 21	4.000 1.000 5	4.073 0.959 55

Item Statement	H N %	DL N %	DO N %
35. What is your overall rating of this individual's occupational competence as it relates to his/her job? Omit. . .	0 0.0	0 0.0	0 0.0
(1) Very Poor	1 4.8	0 0.0	0 0.0
(2) Poor.	2 9.5	0 0.0	2 3.6
(3) Acceptable.	4 19.0	1 20.0	11 20.0
(4) Good.	8 38.1	1 20.0	19 34.5
(5) Very Good	6 28.6	3 60.0	23 41.8
36. If the opportunity should arise, would you promote this employee? Omit. . .	0 0.0	0 0.0	1 1.8
(1) Yes.	10 47.6	4 80.0	37 67.3
(2) Not sure	8 38.1	1 20.0	15 27.3
(3) No	3 14.3	0 0.0	2 3.6

Secondary Vocational Program Evaluation
Cycle 3 Composite Report
1987-1991 Evaluation Data

Table C2
Page C2.D3
Employer Five-Year Follow-up Study

Item Statement	H N %	DL N %	DO N %
37. When hiring recent high school graduates, would you prefer to hire persons who have had high school vocational training? Omit. . .	0 0.0	0 0.0	1 1.8
(1) No preference.	3 14.3	3 60.0	9 16.4
(2) Some preference.	10 47.6	1 20.0	24 43.6
(3) A good deal of preference.	8 38.1	1 20.0	21 38.2

Item Statement	H N %	DL N %	DO N %
38. In which of the following ways does your business work with secondary schools to support education? Omit. .	13 61.9	2 40.0	19 34.5
(1) Suggesting new vocational courses.	0 0.0	1 20.0	7 12.7
(2) Recommending equipment and materials to be used.	0 0.0	0 0.0	11 20.0
(3) Providing equipment/materials/donations.	4 19.0	0 0.0	16 29.1
(4) Providing facilities	2 9.5	0 0.0	11 20.0
(5) Providing vocational students with work experience	6 28.6	1 20.0	19 34.5
(6) Serving on advisory committees	5 23.8	0 0.0	14 25.5
(7) Providing teachers with work experience.	0 0.0	0 0.0	7 12.7
(8) Releasing employees to teach vocational courses.	2 9.5	0 0.0	2 3.6
(9) Partnerships	1 4.8	1 20.0	7 12.7

	AIN Mean StD N	API Mean StD N	BNH Mean StD N	HIS Mean StD N	WNH Mean StD N
Please rate the individual in the following areas:					
7. Occupational knowledge.	3.833 0.983 6	0.000 0.000 0	0.000 0.000 0	4.000 1.414 2	3.886 0.913 744
8. Occupational skills	4.000 0.632 6	0.000 0.000 0	0.000 0.000 0	4.000 1.414 2	3.931 0.896 742
9. Work attitude	4.286 0.951 7	0.000 0.000 0	0.000 0.000 0	4.500 0.707 2	4.230 0.935 752
10. Work quality.	4.143 0.900 7	0.000 0.000 0	0.000 0.000 0	4.000 1.414 2	4.219 0.837 750
11. Work quantity (amount produced)	3.857 1.069 7	0.000 0.000 0	0.000 0.000 0	4.000 1.414 2	4.167 0.898 747

Table C2

Employer Five-Year Follow-up Study

Item Statement	AIN Mean	AIN StD	AIN N	API Mean	API StD	API N	BNH Mean	BNH StD	BNH N	HIS Mean	HIS StD	HIS N	WNH Mean	WNH StD	WNH N
In the following areas of basic skills, how well prepared was this employee?															
12. Reading	4.000	0.816	7	0.000	0.000	0	0.000	0.000	0	4.000	0.000	1	4.184	0.861	674
13. Spelling	3.714	0.951	7	0.000	0.000	0	0.000	0.000	0	0.000	0.000	0	4.057	0.930	664
14. Computer literacy	4.000	1.732	3	0.000	0.000	0	0.000	0.000	0	4.000	0.000	1	3.648	1.125	460
15. Math	4.000	1.095	6	0.000	0.000	0	0.000	0.000	0	4.000	0.000	1	3.933	0.940	596
16. Science	4.667	0.577	3	0.000	0.000	0	0.000	0.000	0	0.000	0.000	0	3.866	0.996	328
17. Writing	4.000	1.265	6	0.000	0.000	0	0.000	0.000	0	4.000	1.414	2	3.860	0.908	651
18. Speaking	3.429	1.272	7	0.000	0.000	0	0.000	0.000	0	4.000	1.414	2	3.949	0.943	728
19. Listening	4.000	1.000	7	0.000	0.000	0	0.000	0.000	0	4.000	1.414	2	4.001	0.933	744
20. Problem solving	4.000	0.816	7	0.000	0.000	0	0.000	0.000	0	4.000	1.414	2	3.816	0.994	734
Please rate this employee on each of the characteristics listed below.															
21. Use of tools and equipment	4.286	0.488	7	0.000	0.000	0	0.000	0.000	0	3.000	0.000	1	4.019	0.866	687
22. Selection and care of space, materials, and supplies	4.167	0.753	6	0.000	0.000	0	0.000	0.000	0	3.000	0.000	1	4.003	0.886	724
23. Ability to work with co-workers	4.571	0.787	7	0.000	0.000	0	0.000	0.000	0	4.500	0.707	2	4.191	0.919	752
24. Accepting advice and supervision	4.571	0.535	7	0.000	0.000	0	0.000	0.000	0	4.500	0.707	2	4.135	0.981	753
25. Working in a leadership role when applicable	4.167	0.983	6	0.000	0.000	0	0.000	0.000	0	4.000	1.414	2	3.788	1.013	671
26. Understanding the value and importance of work	4.286	0.756	7	0.000	0.000	0	0.000	0.000	0	4.500	0.707	2	4.108	0.983	750

Secondary Vocational Program Evaluation
Cycle 3 Composite Report
1987-1991 Evaluation Data

Table C2
Page C2.E2
Employer Five-Year Follow-up Study

Item Statement	AIN Mean StD N	API Mean StD N	BNH Mean StD N	HIS Mean StD N	WNH Mean StD N
27. Prompt and dependable in attendance	4.429 0.787 7	0.000 0.000 0	0.000 0.000 0	4.000 1.414 2	4.291 0.950 750
28. Willing to accept and perform tasks	4.571 0.535 7	0.000 0.000 0	0.000 0.000 0	4.000 1.414 2	4.304 0.857 754
29. Ability to plan and direct own work	4.429 0.787 7	0.000 0.000 0	0.000 0.000 0	4.000 1.414 2	3.986 0.991 740
30. Ability to make sound decisions	4.000 0.816 7	0.000 0.000 0	0.000 0.000 0	4.000 1.414 2	3.909 0.928 740
31. Shows consideration and kindness towards others.	4.429 0.787 7	0.000 0.000 0	0.000 0.000 0	4.000 1.414 2	4.268 0.883 749
32. Neat, clean, and appropriate appearance . .	4.286 0.756 7	0.000 0.000 0	0.000 0.000 0	4.500 0.707 2	4.383 0.804 754
33. Flexibility to accept change.	4.143 0.900 7	0.000 0.000 0	0.000 0.000 0	4.500 0.707 2	4.048 0.939 748
34. Ability to learn new job tasks.	4.571 0.535 7	0.000 0.000 0	0.000 0.000 0	4.500 0.707 2	4.267 0.824 750

Item Statement	AIN N %	API N %	BNH N %	HIS N %	WNH N %
35. What is your overall rating of this individual's occupational competence as it relates to his/her job? Omit. . .	0 0.0	0 0.0	0 0.0	0 0.0	6 0.8
(1) Very Poor.	0 0.0	0 0.0	0 0.0	0 0.0	3 0.4
(2) Poor	0 0.0	0 0.0	0 0.0	0 0.0	11 1.5
(3) Acceptable	0 0.0	0 0.0	0 0.0	0 0.0	72 9.5
(4) Good	3 42.9	0 0.0	0 0.0	1 50.0	246 32.5
(5) Very Good.	4 57.1	0 0.0	0 0.0	1 50.0	418 55.3
36. If the opportunity should arise, would you promote this employee? Omit. . .	0 0.0	0 0.0	0 0.0	0 0.0	20 2.6
(1) Yes	6 85.7	0 0.0	0 0.0	2 100.0	588 77.8
(2) Not sure.	1 14.3	0 0.0	0 0.0	0 0.0	127 16.8
(3) No.	0 0.0	0 0.0	0 0.0	0 0.0	21 2.8

Secondary Vocational Program Evaluation
Cycle 3 Composite Report
1987-1991 Evaluation Data

Table C2
Page C2.E3
Employer Five-Year Follow-up Study

Item Statement	AIN N %	API N %	BNH N %	HIS N %	WNH N %
37. When hiring recent high school graduates, would you prefer to hire persons who have had high school vocational training? Omit. . .	0 0.0	0 0.0	0 0.0	1 50.0	26 3.4
(1) No preference	3 42.9	0 0.0	0 0.0	0 0.0	117 15.5
(2) Some preference	2 28.6	0 0.0	0 0.0	0 0.0	302 39.9
(3) A good deal of preference	2 28.6	0 0.0	0 0.0	1 50.0	311 41.1
38. In which of the following ways does your business work with secondary schools to support education? Omit. . .	2 28.6	0 0.0	0 0.0	1 50.0	349 46.2
(1) Suggesting new vocational courses . . .	2 28.6	0 0.0	0 0.0	0 0.0	87 11.5
(2) Recommending equipment and materials to be used.	0 0.0	0 0.0	0 0.0	1 50.0	88 11.6
(3) Providing equipment/materials/ donations	1 14.3	0 0.0	0 0.0	0 0.0	128 16.9
(4) Providing facilities.	1 14.3	0 0.0	0 0.0	0 0.0	105 13.9
(5) Providing vocational students with work experience.	1 14.3	0 0.0	0 0.0	1 50.0	243 32.1
(6) Serving on advisory committees.	0 0.0	0 0.0	0 0.0	0 0.0	143 18.9
(7) Providing teachers with work experience.	0 0.0	0 0.0	0 0.0	0 0.0	59 7.8
(8) Releasing employees to teach vocational courses	0 0.0	0 0.0	0 0.0	0 0.0	53 7.0
(9) Partnerships.	0 0.0	0 0.0	0 0.0	0 0.0	37 4.9

Rating Scale
5 = Well Prepared
3 = Adequately Prepared
1 = Not at all Prepared

Standard Deviation Key
0 to .60 = Very High Level of Agreement
.61 to 1.20 = High Level of Agreement
1.21 to 1.80 = Moderate Level of Agreement
1.81 & Above = Low Level of Agreement

D1

Student Questionnaire

Secondary Vocational Program Evaluation
Cycle 3 Composite Report
1987-1991 Evaluation Data

Table D1
Page D1.1
Student Questionnaire

Item Statement		Total N	 %
1. Program enrolled in:	Omit. . .	506	0.7
(1) Vocational.		40658	53.2
(2) Academic.		35223	46.1
2. Vocational course area: (12th grade only)	Omit. . .	62944	82.4
(1) Agriculture		877	1.1
(2) Business Education.		5215	6.8
(3) Health Occupations.		202	0.3
(4) Home Economics.		2090	2.7
(5) Marketing Education		754	1.0
(6) Technology Education.		4306	5.6
3. Special Needs Students:	Omit. . .	61382	80.4
(1) Handicapped (H)		4213	5.5
(2) Disadvantaged - Limited English Proficient (DL)		477	0.6
(3) Disadvantaged - Other (DO).		10315	13.5
4. Ethnic Group:	Omit. . .	1496	2.0
(1) American Indian or Alaskan Native (AIN) . . .		965	1.3
(2) Asian or Pacific Islander (API) (Includes Indian Subcontinent Origin).		885	1.2
(3) Black (BNH) (Not of Hispanic Origin).		826	1.1
(4) Hispanic (HIS) (Mexican, Puerto Rican, Cuban or other Spanish Culture).		645	0.8
(5) White (WNH) (Not of Hispanic Origin).		71571	93.7
5. I am:	Omit. . .	20	0.0
(1) Male.		39451	51.6
(2) Female.		36916	48.3
6. The grade I am in is:	Omit. . .	67	0.1
(1) 9th grade.		14655	19.2
(2) 10th grade.		21368	28.0
(3) 11th grade.		20336	26.6
(4) 12th grade.		19961	26.1

Secondary Vocational Program Evaluation
Cycle 3 Composite Report
1987-1991 Evaluation Data

Table D1
Page D1.A1
Student Questionnaire

Item Statement	Total N %	Male N %	Female N %
7. I have taken courses in the following vocational programs. (Check all that apply) Omit . . .	1353 1.8	683 1.7	666 1.8
(1) Agriculture	7839 10.3	5694 14.4	2142 5.8
(2) Business Education.	31046 40.6	12994 32.9	18050 48.9
(3) Health Occupations.	7142 9.3	3293 8.3	3848 10.4
(4) Home Economics.	23615 30.9	7582 19.2	16032 43.4
(5) Marketing Education	6491 8.5	3037 7.7	3454 9.4
(6) Technology Education.	17900 23.4	14611 37.0	3287 8.9
(7) Industrial Education.	16220 21.2	13704 34.7	2513 6.8
(8) None of the above	16416 21.5	7644 19.4	8762 23.7
8. The program where my main career interests lie is: (Check only one) Omit. . .	8309 10.9	3948 10.0	4354 11.8
(1) Agriculture	3329 4.4	2560 6.5	767 2.1
(2) Business Education.	17566 23.0	7269 18.4	10297 27.9
(3) Health Occupations.	6907 9.0	1501 3.8	5404 14.6
(4) Home Economics.	3404 4.5	486 1.2	2917 7.9
(5) Marketing Education	3557 4.7	1682 4.3	1874 5.1
(6) Technology Education.	11376 14.9	10111 25.6	1262 3.4
(7) Industrial Education.	6286 8.2	5902 15.0	383 1.0
(8) Other	19633 25.7	8736 22.1	10892 29.5
9. I have filled out a questionnaire or survey about my occupational/career interests, needs and abilities: Omit. . .	1012 1.3	480 1.2	530 1.4
(1) Yes	33683 44.1	16631 42.2	17045 46.2
(2) Not sure.	27269 35.7	15028 38.1	12234 33.1
(3) No.	14422 18.9	7311 18.5	7106 19.2
10. This is how I feel about the overall education I am receiving at present. Omit. . .	417 0.5	229 0.6	185 0.5
(1) I am very Satisfied	8011 10.5	4196 10.6	3812 10.3
(2) I am Satisfied.	59409 77.8	29999 76.0	29401 79.6
(3) I am UNsatisfied.	7042 9.2	3910 9.9	3130 8.5
(4) I am very UNsatisfied	1509 2.0	1117 2.8	388 1.1

Secondary Vocational Program Evaluation
Cycle 3 Composite Report
1987-1991 Evaluation Data

Table D1
Page D1.A2
Student Questionnaire

Item Statement	Total N %	Male N %	Female N %
11. This is how I feel about the job training preparation I am receiving at present. Omit. . .	4258 5.6	1865 4.7	2388 6.5
(1) I am very Satisfied	4915 6.4	2805 7.1	2108 5.7
(2) I am Satisfied.	46412 60.8	23957 60.7	22451 60.8
(3) I am UNsatisfied.	17251 22.6	8727 22.1	8518 23.1
(4) I am very UNsatisfied	3552 4.6	2097 5.3	1451 3.9
12. After graduating from high school, I plan to: (Check only one) Omit. . .	1624 2.1	1007 2.6	611 1.7
(1) Go to work.	7919 10.4	4945 12.5	2973 8.1
(2) Go on to school	34496 45.2	17299 43.8	17190 46.6
(3) Work and attend school.	26808 35.1	11761 29.8	15043 40.7
(4) Go into the military.	5489 7.2	4448 11.3	1038 2.8
(5) Other	416 0.5	248 0.6	167 0.5
13. What type of school are you planning to attend following high school graduation? Omit. . .	12113 15.9	7961 20.2	4146 11.2
(1) A vocational-technical school diploma program one-year or less.	4206 5.5	2165 5.5	2039 5.5
(2) A vocational-technical school two-year associate degree program.	11980 15.7	6285 15.9	5693 15.4
(3) A two-year UW-Center program.	3720 4.9	1748 4.4	1971 5.3
(4) A four-year university system or college program	40117 52.5	18545 47.0	21564 58.4
(5) An apprenticeship program	738 1.0	614 1.6	124 0.3
(6) An in-service or on-the-job training program.	1324 1.7	741 1.9	582 1.6
(7) Military service.	2292 3.0	1794 4.5	496 1.3
(8) Private school program.	1300 1.7	485 1.2	815 2.2
(9) Other	1848 2.4	904 2.3	943 2.6
14. What job do you plan to enter after high school? Omit. . .	13261 17.4	6562 16.6	6692 18.1
(1) Not sure of job choice at this time	32909 43.1	16820 42.6	16082 43.6
(2) I am planning on entering the following job(s) or career(s):	30217 39.6	16069 40.7	14141 38.3

Secondary Vocational Program Evaluation
Cycle 3 Composite Report
1987-1991 Evaluation Data

Table D1
Page D1.A3
Student Questionnaire

Item Statement	Total N %	Male N %	Female N %
15. Are you aware of the qualifications and education needed to get a job in this field/area? Omit. . .	24322	11752	12563
	31.8	29.8	34.0
(1) Yes	22109	12500	9604
	28.9	31.7	26.0
(2) Somewhat.	23637	11799	11835
	30.9	29.9	32.1
(3) No.	3074	1678	1394
	4.0	4.3	3.8
(4) I do not have a job goal at this time	3246	1722	1520
	4.2	4.4	4.1
16. Do you feel that the courses you are taking are preparing you for the job or school you want to enter after high school? Omit. . .	23576	11459	12110
	30.9	29.0	32.8
(1) Yes	35392	18985	16399
	46.3	48.1	44.4
(2) No.	13535	6906	6627
	17.7	17.5	18.0
(3) I do not have a planned career/school	3883	2100	1780
	5.1	5.3	4.8

Item Statement	*Rating Scale* *5 = More than Adequate* *3 = Adequate* *1 = Not adequate*	*Total* *Mean* *StD* *N*	*Male* *Mean* *StD* *N*	*Female* *Mean* *StD* *N*
17-28 In general, how adequate is the career planning assistance and information you receive at your high school?				
17. Determining my skills, interests and abilities. .		3.218	3.259	3.175
		0.883	0.900	0.862
		69797	36107	33679
18. Opportunity to hear speakers from the world of work		2.616	2.644	2.586
		1.087	1.089	1.085
		69544	35917	33616
19. Presentation of role models in nontraditional areas		2.447	2.457	2.436
		1.048	1.056	1.039
		69278	35771	33495
20. New and/or future-oriented occupations.		2.833	2.902	2.758
		0.970	0.980	0.952
		68726	35514	33201
21. Jobs held by primarily males or primarily females		2.879	2.922	2.833
		0.935	0.942	0.927
		68115	35195	32909
22. Occupations which have local job opportunities. .		2.996	3.036	2.953
		0.998	1.007	0.987
		68115	35138	32966
23. Jobs which may soon become outdated, overcrowded or offer no opportunities for advancement		2.769	2.805	2.730
		0.995	1.010	0.977
		68658	35548	33098
24. Post-high school vocational education opportunities related to my career goal		3.054	3.100	3.005
		1.055	1.054	1.053
		68686	35529	33145

Secondary Vocational Program Evaluation
Cycle 3 Composite Report
1987-1991 Evaluation Data

Table D1
Page D1.A4
Student Questionnaire

Item Statement	*Rating Scale* *5 = More than Adequate* *3 = Adequate* *1 = Not adequate*	*Total* *Mean* *StD* *N*	*Male* *Mean* *StD* *N*	*Female* *Mean* *StD* *N*
25. Job alternatives related to my career goal. . . .		3.007 1.044 68492	3.043 1.036 35366	2.969 1.051 33115
26. How to find a job/how to apply for a job.		3.103 1.120 68749	3.103 1.108 35526	3.103 1.133 33211
27. How to start a business		2.498 1.081 68582	2.554 1.101 35495	2.437 1.055 33075
28. How our economic system operates.		2.929 1.057 68972	3.002 1.059 35673	2.849 1.049 33287

29-39 During my high school career I have received help in studying and planning a career from the following sources:
Rating Scale: 5 = Very Helpful, 1 = Not at all Helpful

	Total	Male	Female
29. Instructors: vocational.	2.882 1.210 72071	2.997 1.226 37345	2.758 1.181 34712
30. Instructors: academic.	3.133 1.146 72866	3.134 1.141 37579	3.131 1.151 35273
31. Instructors: technical school	2.539 1.178 69630	2.677 1.214 36081	2.390 1.119 33536
32. Counselors (guidance staff)	3.219 1.251 73003	3.113 1.248 37558	3.332 1.243 35431
33. Friends/classmates.	3.470 1.128 73503	3.351 1.138 37768	3.595 1.104 35723
34. Parents	3.771 1.116 73852	3.698 1.115 37971	3.849 1.111 35868
35. Relatives	3.177 1.231 73431	3.111 1.220 37747	3.247 1.238 35672
36. Employers	2.644 1.260 71522	2.689 1.261 37026	2.594 1.257 34485
37. Job Service	2.191 1.163 70313	2.233 1.178 36461	2.145 1.145 33840
38. Newspapers/magazines/television	2.858 1.187 72196	2.829 1.195 37232	2.890 1.178 34954
39. Other (please list)	4.314 1.071 3037	4.227 1.165 1609	4.410 0.935 1426

Item Statement	Total N %	Male N %	Female N %
40. If you did not take a vocational course this year, what was your reason? (Check all that apply)			
Omit. . .	41608 54.5	23039 58.4	18554 50.3
(1) Vocational courses related to my career interests were not available.	11301 14.8	5560 14.1	5740 15.5
(2) Could not fit into my schedule because of required courses.	16773 22.0	7548 19.1	9224 25.0
(3) Vocational courses were not available when I had an open period in my schedule	4160 5.4	2080 5.3	2078 5.6
(4) My parents did not want me to take vocational courses.	1114 1.5	666 1.7	448 1.2
(5) I am not sure what I want to do after high school. Thus, I did not take vocational courses	7782 10.2	3866 9.8	3915 10.6
(6) I could not get into the vocational courses I wanted because I did not have the prerequisite courses completed	2333 3.1	1311 3.3	1020 2.8
(7) My counselor discouraged me from enrolling. .	867 1.1	574 1.5	292 0.8
(8) My friends discouraged me from enrolling. . .	1190 1.6	760 1.9	429 1.2
(9) The vocational programs (AG, HE, BE, TE, ME, etc.,) did not meet my career goals and future plans (i.e., college, etc)	10172 13.3	4332 11.0	5838 15.8

Secondary Vocational Program Evaluation
Cycle 3 Composite Report
1987-1991 Evaluation Data

Table D1
Page D1.B1
Student Questionnaire

Item Statement	Total N %	Voc N %	Academic N %
7. I have taken courses in the following vocational programs. (Check all that apply) Omit . . .	1353	331	1014
	1.8	0.8	2.9
(1) Agriculture	7839	6077	1664
	10.3	14.9	4.7
(2) Business Education	31046	20836	10014
	40.6	51.2	28.4
(3) Health Occupations	7142	4464	2612
	9.3	11.0	7.4
(4) Home Economics	23615	15593	7829
	30.9	38.4	22.2
(5) Marketing Education	6491	5047	1408
	8.5	12.4	4.0
(6) Technology Education	17900	12543	5203
	23.4	30.9	14.8
(7) Industrial Education	16220	11661	4396
	21.2	28.7	12.5
(8) None of the above	16416	2474	13853
	21.5	6.1	39.3
8. The program where my main career interests lie is: (Check only one) Omit. . .	8309	3152	5105
	10.9	7.8	14.5
(1) Agriculture	3329	2435	867
	4.4	6.0	2.5
(2) Business Education	17566	10812	6655
	23.0	26.6	18.9
(3) Health Occupations	6907	2952	3899
	9.0	7.3	11.1
(4) Home Economics	3404	2269	1104
	4.5	5.6	3.1
(5) Marketing Education	3557	2338	1205
	4.7	5.8	3.4
(6) Technology Education	11376	7516	3760
	14.9	18.5	10.7
(7) Industrial Education	6286	4768	1446
	8.2	11.7	4.1
(8) Other	19633	7250	12273
	25.7	17.8	34.8
9. I have filled out a questionnaire or survey about my occupational/career interests, needs and abilities: Omit. . .	1012	499	506
	1.3	1.2	1.4
(1) Yes	33683	18320	15139
	44.1	45.1	43.0
(2) Not sure	27269	14479	12620
	35.7	35.6	35.8
(3) No	14422	7359	6957
	18.9	18.1	19.8
10. This is how I feel about the overall education I am receiving at present. Omit. . .	417	176	237
	0.5	0.4	0.7
(1) I am very Satisfied	8011	3958	4014
	10.5	9.7	11.4
(2) I am Satisfied	59409	31897	27139
	77.8	78.5	77.0
(3) I am UNsatisfied	7042	3824	3152
	9.2	9.4	8.9
(4) I am very UNsatisfied	1509	803	681
	2.0	2.0	1.9

Table D1

Student Questionnaire

Item Statement	Total N %	Voc N %	Academic N %
11. This is how I feel about the job training preparation I am receiving at present. Omit. . .	4258	1490	2750
	5.6	3.7	7.8
(1) I am very Satisfied	4915	3233	1657
	6.4	8.0	4.7
(2) I am Satisfied.	46412	25830	20290
	60.8	63.5	57.6
(3) I am UNsatisfied.	17251	8453	8665
	22.6	20.8	24.6
(4) I am very UNsatisfied	3552	1652	1861
	4.6	4.1	5.3
12. After graduating from high school, I plan to: (Check only one) Omit. . .	1624	835	775
	2.1	2.1	2.2
(1) Go to work.	7919	5389	2458
	10.4	13.3	7.0
(2) Go on to school	34496	15529	18780
	45.2	38.2	53.3
(3) Work and attend school.	26808	15620	11002
	35.1	38.4	31.2
(4) Go into the military.	5489	3276	2162
	7.2	8.1	6.1
(5) Other	416	211	202
	0.5	0.5	0.6
13. What type of school are you planning to attend following high school graduation? Omit. . .	12113	7680	4323
	15.9	18.9	12.3
(1) A vocational-technical school diploma program one-year or less.	4206	3098	1068
	5.5	7.6	3.0
(2) A vocational-technical school two-year associate degree program.	11980	8792	3102
	15.7	21.6	8.8
(3) A two-year UW-Center program.	3720	2109	1585
	4.9	5.2	4.5
(4) A four-year university system or college program	40117	16841	23056
	52.5	41.4	65.5
(5) An apprenticeship program	738	501	228
	1.0	1.2	0.6
(6) An in-service or on-the-job training program.	1324	833	481
	1.7	2.0	1.4
(7) Military service.	2292	1259	1019
	3.0	3.1	2.9
(8) Private school program.	1300	607	683
	1.7	1.5	1.9
(9) Other	1848	930	907
	2.4	2.3	2.6
14. What job do you plan to enter after high school? Omit. . .	13261	6129	7058
	17.4	15.1	20.0
(1) Not sure of job choice at this time	32909	17451	15224
	43.1	42.9	43.2
(2) I am planning on entering the following job(s) or career(s):	30217	17077	12941
	39.6	42.0	36.7

Secondary Vocational Program Evaluation
Cycle 3 Composite Report
1987-1991 Evaluation Data

Table D1
Page D1.B3
Student Questionnaire

Item Statement	Total N %	Voc N %	Academic N %
15. Are you aware of the qualifications and education needed to get a job in this field/area? Omit. . .	24322 31.8	12593 31.0	11566 32.8
(1) Yes	22109 28.9	12666 31.2	9290 26.4
(2) Somewhat.	23637 30.9	12369 30.4	11122 31.6
(3) No.	3074 4.0	1510 3.7	1541 4.4
(4) I do not have a job goal at this time	3246 4.2	1520 3.7	1704 4.8
16. Do you feel that the courses you are taking are preparing you for the job or school you want to enter after high school? Omit. . .	23576 30.9	12319 30.3	11092 31.5
(1) Yes	35392 46.3	19736 48.5	15438 43.8
(2) No.	13535 17.7	6732 16.6	6707 19.0
(3) I do not have a planned career/school	3883 5.1	1871 4.6	1984 5.6

Item Statement	*Rating Scale* *5 = More than Adequate* *3 = Adequate* *1 = Not adequate*	*Total* *Mean* *StD* *N*	*Voc* *Mean* *StD* *N*	*Academic* *Mean* *StD* *N*
17-28 In general, how adequate is the career planning assistance and information you receive at your high school?				
17. Determining my skills, interests and abilities. .		3.218 0.883 69797	3.239 0.868 37526	3.195 0.899 31798
18. Opportunity to hear speakers from the world of work		2.616 1.087 69544	2.658 1.087 37360	2.567 1.086 31711
19. Presentation of role models in nontraditional areas		2.447 1.048 69278	2.473 1.049 37255	2.416 1.045 31552
20. New and/or future-oriented occupations.		2.833 0.970 68726	2.878 0.963 36972	2.780 0.974 31287
21. Jobs held by primarily males or primarily females		2.879 0.935 68115	2.917 0.924 36685	2.834 0.947 30973
22. Occupations which have local job opportunities. .		2.996 0.998 68115	3.049 0.991 36684	2.934 1.003 30971
23. Jobs which may soon become outdated, overcrowded or offer no opportunities for advancement		2.769 0.995 68658	2.812 0.991 37028	2.717 0.996 31165
24. Post-high school vocational education opportunities related to my career goal		3.054 1.055 68686	3.140 1.037 37017	2.953 1.067 31205

Item Statement	*Rating Scale* *5 = More than Adequate* *3 = Adequate* *1 = Not adequate*	*Total* *Mean* *StD* *N*	*Voc* *Mean* *StD* *N*	*Academic* *Mean* *StD* *N*
25. Job alternatives related to my career goal. . . .		3.007 1.044 68492	3.072 1.029 36880	2.931 1.057 31148
26. How to find a job/how to apply for a job.		3.103 1.120 68749	3.208 1.105 37027	2.978 1.124 31259
27. How to start a business		2.498 1.081 68582	2.566 1.083 36994	2.418 1.074 31120
28. How our economic system operates.		2.929 1.057 68972	2.964 1.038 37154	2.888 1.078 31351

29-39 During my high school career I have received help in studying and planning a career from the following sources:
Rating Scale: 5 = Very Helpful, 1 = Not at all Helpful

	Total	Voc	Academic
29. Instructors: vocational.	2.882 1.210 72071	3.075 1.200 39019	2.649 1.181 32568
30. Instructors: academic.	3.133 1.146 72866	3.094 1.126 39101	3.179 1.167 33280
31. Instructors: technical school	2.539 1.178 69630	2.672 1.190 37584	2.379 1.143 31576
32. Counselors (guidance staff)	3.219 1.251 73003	3.222 1.239 39183	3.216 1.264 33331
33. Friends/classmates.	3.470 1.128 73503	3.468 1.117 39422	3.473 1.140 33591
34. Parents	3.771 1.116 73852	3.725 1.117 39578	3.827 1.110 33781
35. Relatives	3.177 1.231 73431	3.165 1.222 39393	3.191 1.241 33553
36. Employers	2.644 1.260 71522	2.750 1.259 38676	2.517 1.249 32366
37. Job Service	2.191 1.163 70313	2.232 1.175 38097	2.140 1.145 31746
38. Newspapers/magazines/television	2.858 1.187 72196	2.834 1.180 38810	2.887 1.193 32902
39. Other (please list)	4.314 1.071 3037	4.313 1.063 1550	4.316 1.078 1474

Table D1
Page D1.B5
Student Questionnaire

Item Statement	Total N %	Voc N %	Academic N %
40. If you did not take a vocational course this year, what was your reason? (Check all that apply)			
Omit. . .	41608	26689	14608
	54.5	65.6	41.5
(1) Vocational courses related to my career interests were not available.	11301	4678	6547
	14.8	11.5	18.6
(2) Could not fit into my schedule because of required courses.	16773	6535	10146
	22.0	16.1	28.8
(3) Vocational courses were not available when I had an open period in my schedule	4160	2085	2048
	5.4	5.1	5.8
(4) My parents did not want me to take vocational courses.	1114	448	655
	1.5	1.1	1.9
(5) I am not sure what I want to do after high school. Thus, I did not take vocational courses	7782	3440	4294
	10.2	8.5	12.2
(6) I could not get into the vocational courses I wanted because I did not have the pre-requisite courses completed	2333	1106	1206
	3.1	2.7	3.4
(7) My counselor discouraged me from enrolling. .	867	460	397
	1.1	1.1	1.1
(8) My friends discouraged me from enrolling. . .	1190	567	613
	1.6	1.4	1.7
(9) The vocational programs (AG, HE, BE, TE, ME, etc.,) did not meet my career goals and future plans (i.e., college, etc)	10172	3141	6979
	13.3	7.7	19.8

Secondary Vocational Program Evaluation
Cycle 3 Composite Report
1987-1991 Evaluation Data

Table D1
Page D1.C1
Student Questionnaire

Item Statement	AG N	AG %	BE N	BE %	HO N	HO %	HE N	HE %	ME N	ME %	TE N	TE %
7. I have taken courses in the following vocational programs. Omit. . . (Check all that apply	2	0.2	34	0.7	0	0.0	17	0.8	6	0.8	33	0.8
(1) Agriculture	824	94.0	296	5.7	15	7.4	205	9.8	41	5.4	768	17.8
(2) Business Education	344	39.2	4717	90.5	116	57.4	1113	53.3	456	60.5	1371	31.8
(3) Health Occupations	92	10.5	619	11.9	108	53.5	402	19.2	71	9.4	384	8.9
(4) Home Economics	336	38.3	2178	41.8	123	60.9	1858	88.9	239	31.7	1104	25.6
(5) Marketing Education	69	7.9	987	18.9	19	9.4	276	13.2	679	90.1	349	8.1
(6) Technology Education	279	31.8	707	13.6	12	5.9	255	12.2	94	12.5	2614	60.7
(7) Industrial Education	390	44.5	529	10.1	15	7.4	204	9.8	76	10.1	2640	61.3
(8) None of the above	8	0.9	203	3.9	13	6.4	81	3.9	16	2.1	219	5.1
8. The program where my main career interest lie is: Omit. . . . (Check only one)	54	6.2	277	5.3	10	5.0	208	10.0	44	5.8	258	6.0
(1) Agriculture	477	54.4	47	0.9	4	2.0	30	1.4	5	0.7	142	3.3
(2) Business Education	60	6.8	3070	58.9	7	3.5	281	13.4	178	23.6	269	6.2
(3) Health Occupations	21	2.4	408	7.8	146	72.3	372	17.8	28	3.7	85	2.0
(4) Home Economics	12	1.4	104	2.0	20	9.9	578	27.7	15	2.0	47	1.1
(5) Marketing Education	23	2.6	281	5.4	4	2.0	89	4.3	370	49.1	93	2.2
(6) Technology Education	113	12.9	216	4.1	4	2.0	63	3.0	25	3.3	1897	44.1
(7) Industrial Education	97	11.1	68	1.3	2	1.0	33	1.6	11	1.5	1306	30.3
(8) Other	114	13.0	992	19.0	14	6.9	534	25.6	136	18.0	629	14.6
9. I have filled out a questionnaire or survey about my occupational/ career interests, needs and abilities: Omit. . . .	8	0.9	60	1.2	2	1.0	32	1.5	5	0.7	41	1.0
(1) Yes	413	47.1	2640	50.6	97	48.0	1010	48.3	377	50.0	1908	44.3
(2) Not sure	313	35.7	1651	31.7	70	34.7	679	32.5	260	34.5	1588	36.9
(3) No	143	16.3	864	16.6	33	16.3	369	17.7	112	14.9	768	17.8
10. This is how I feel about the overall education I am receiving at present. Omit. . . .	3	0.3	11	0.2	3	1.5	7	0.3	3	0.4	20	0.5
(1) I am very Satisfied	84	9.6	565	10.8	24	11.9	185	8.9	90	11.9	404	9.4
(2) I am Satisfied	686	78.2	4203	80.6	160	79.2	1630	78.0	589	78.1	3320	77.1
(3) I am UNsatisfied	83	9.5	392	7.5	14	6.9	239	11.4	65	8.6	449	10.4
(4) I am very UNsatisfied	21	2.4	44	0.8	1	0.5	29	1.4	7	0.9	113	2.6

Item Statement	AG N %	BE N %	HO N %	HE N %	ME N %	TE N %
11. This is how I feel about the job training preparation I am receiving at present. Omit. . . .	20	135	10	80	14	97
	2.3	2.6	5.0	3.8	1.9	2.3
(1) I am very Satisfied	96	511	14	179	133	418
	10.9	9.8	6.9	8.6	17.6	9.7
(2) I am Satisfied.	580	3304	119	1270	467	2655
	66.1	63.4	58.9	60.8	61.9	61.7
(3) I am UNsatisfied.	145	1083	51	473	126	930
	16.5	20.8	25.2	22.6	16.7	21.6
(4) I am very UNsatisfied . . .	36	182	8	88	14	206
	4.1	3.5	4.0	4.2	1.9	4.8
12. After graduating from high school, I plan to: (Check only one) Omit. . . .	18	58	2	39	16	81
	2.1	1.1	1.0	1.9	2.1	1.9
(1) go to work.	238	375	27	371	56	731
	27.1	7.2	13.4	17.8	7.4	17.0
(2) go to school.	262	2396	71	651	362	1330
	29.9	45.9	35.1	31.1	48.0	30.9
(3) work and attend school. . .	297	2208	94	952	289	1596
	33.9	42.3	46.5	45.6	38.3	37.1
(4) go into the military. . . .	63	173	7	68	30	580
	7.2	3.3	3.5	3.3	4.0	13.5
(5) other	3	18	1	16	3	23
	0.3	0.3	0.5	0.8	0.4	0.5
13. What type of school are you planning to attend following high school graduation? Omit. . . .	269	525	35	423	77	1095
	30.7	10.1	17.3	20.2	10.2	25.4
(1) a vocational-technical school diploma program one-year or less.	102	310	14	276	28	405
	11.6	5.9	6.9	13.2	3.7	9.4
(2) a vocational-technical school two-year associate degree program	209	1149	39	552	166	1208
	23.8	22.0	19.3	26.4	22.0	28.1
(3) a two-year UW-Center program	50	326	20	127	60	181
	5.7	6.3	9.9	6.1	8.0	4.2
(4) a four-year university system or college	215	2806	86	643	404	1122
	24.5	53.8	42.6	30.8	53.6	26.1
(5) an apprenticeship program .	6	13	2	10	7	120
	0.7	0.2	1.0	0.5	0.9	2.8
(6) an in-service or on-the-job training program.	10	49	2	39	8	66
	1.1	0.9	1.0	1.9	1.1	1.5
(7) military service.	19	66	4	33	11	174
	2.2	1.3	2.0	1.6	1.5	4.0
(8) private school program. . .	9	119	5	56	15	87
	1.0	2.3	2.5	2.7	2.0	2.0
(9) Other	20	69	3	48	15	80
	2.3	1.3	1.5	2.3	2.0	1.9
14. What job do you plan to enter after high school? Omit. . . .	126	969	22	301	142	511
	14.4	18.6	10.9	14.4	18.8	11.9
(1) Not sure of job choice at this time	329	1996	84	921	323	1592
	37.5	38.3	41.6	44.1	42.8	37.0
(2) I am planning on entering the following job(s) or career(s)	422	2250	96	868	289	2202
	48.1	43.1	47.5	41.5	38.3	51.1

Secondary Vocational Program Evaluation
Cycle 3 Composite Report
1987-1991 Evaluation Data

Table D1
Page D1.C3
Student Questionnaire

Item Statement	AG N %	BE N %	HO N %	HE N %	ME N %	TE N %
15. Are you aware of the qualifications and education needed to get a job in this field/area?						
Omit. . . .	209 23.8	1654 31.7	58 28.7	668 32.0	261 34.6	1084 25.2
(1) Yes	396 45.2	1964 37.7	90 44.6	787 37.7	274 36.3	1999 46.4
(2) Somewhat.	229 26.1	1356 26.0	45 22.3	501 24.0	181 24.0	1004 23.3
(3) No.	19 2.2	106 2.0	5 2.5	63 3.0	14 1.9	100 2.3
(4) I do not have a job goal at this time.	24 2.7	135 2.6	4 2.0	71 3.4	24 3.2	119 2.8
16. Do you feel that the courses you are taking are preparing you for the job or school you want to enter after high school?						
Omit. . . .	207 23.6	1563 30.0	58 28.7	647 31.0	246 32.6	1073 24.9
(1) Yes	489 55.8	2844 54.5	104 51.5	910 43.5	371 49.2	2254 52.3
(2) No.	150 17.1	679 13.0	35 17.3	441 21.1	115 15.3	831 19.3
(3) I do not have a planned career/school	31 3.5	129 2.5	5 2.5	92 4.4	22 2.9	148 3.4

Item Statement	*Rating Scale* *5 = More than Adequate* *3 = Adequate* *1 = Not Adequate*	*AG* *Mean* *StD* *N*	*BE* *Mean* *StD* *N*	*HO* *Mean* *StD* *N*	*HE* *Mean* *StD* *N*	*ME* *Mean* *StD* *N*	*TE* *Mean* *StD* *N*
17-28: In general, how adequate is the career planning assistance and information you receive at your high school?							
17. Determining my skills, interests, and abilities. . . .		3.266 0.879 832	3.272 0.844 4887	3.251 0.917 179	3.192 0.889 1940	3.301 0.852 708	3.276 0.896 4027
18. Opportunity to hear speakers from the world of work.		2.828 1.062 825	2.659 1.066 4878	2.644 1.135 177	2.721 1.079 1931	2.915 1.117 705	2.731 1.083 4016
19. Presentation of role models in nontraditional areas.		2.550 1.037 826	2.413 0.998 4879	2.542 1.118 179	2.519 1.089 1932	2.546 1.009 703	2.502 1.038 4004
20. New and/or future-oriented occupations		2.934 0.931 814	2.861 0.939 4851	2.905 1.031 179	2.810 0.988 1920	2.924 0.953 700	2.974 0.956 3975
21. Jobs held by primarily males or primarily females		2.971 0.842 819	2.867 0.872 4823	2.852 0.945 176	2.918 0.919 1891	2.929 0.926 693	2.986 0.898 3926
22. Occupations which have local job opportunities		3.170 0.957 814	3.011 0.960 4817	2.898 1.045 177	2.993 0.981 1891	3.111 1.014 694	3.117 0.978 3950
23. Jobs which may soon become outdated, overcrowded or offer no opportunities for advancement .		2.927 0.934 819	2.847 0.961 4852	2.848 1.005 178	2.811 1.009 1915	2.905 0.976 695	2.915 0.984 3979
24. Post-high school vocational educational opportunities related to my career goal . . .		3.289 1.001 823	3.229 1.000 4862	3.073 0.992 178	3.067 1.048 1914	3.287 1.001 696	3.252 1.000 3983

Item Statement *Rating Scale* *5 = More than Adequate* *3 = Adequate* *1 = Not Adequate*	*AG Mean StD N*	*BE Mean StD N*	*HO Mean StD N*	*HE Mean StD N*	*ME Mean StD N*	*TE Mean StD N*
25. Job alternatives related to my career goal	3.166	3.085	3.039	3.056	3.181	3.118
	0.983	1.012	1.019	1.054	1.023	0.994
	813	4850	179	1904	690	3952
26. How to find a job/how to apply for a job	3.337	3.304	3.218	3.347	3.692	3.229
	1.009	1.092	1.148	1.094	1.088	1.072
	821	4854	179	1919	691	3984
27. How to start a business	2.626	2.582	2.409	2.488	3.026	2.548
	1.056	1.050	1.118	1.069	1.147	1.061
	821	4860	176	1913	698	3980
28. How our economic system operates.	3.083	3.092	3.157	2.890	3.267	3.039
	0.988	1.027	1.073	1.055	1.047	1.016
	828	4868	178	1920	701	4000
29-39: During my high school career I have received help in studying and planning a career from the following sources: Rating Scale: 5 = Very Helpful, 1 = Not at all Helpful						
29. Instructors: vocational. . . .	3.491	3.063	2.885	2.977	3.258	3.370
	1.152	1.152	1.183	1.202	1.173	1.189
	861	5047	192	2004	728	4162
30. Instructors: academic.	3.101	3.269	3.198	3.011	3.233	3.074
	1.084	1.061	1.141	1.138	1.061	1.104
	855	5094	197	1997	731	4147
31. Instructors: technical school.	2.783	2.560	2.439	2.614	2.581	3.037
	1.159	1.118	1.131	1.182	1.155	1.229
	833	4873	187	1945	704	4053
32. Counselors (guidance staff) . .	3.258	3.375	3.404	3.428	3.346	3.230
	1.227	1.217	1.237	1.243	1.230	1.238
	858	5102	198	2024	734	4161
33. Friends/Classmates.	3.475	3.541	3.584	3.618	3.469	3.369
	1.060	1.050	1.129	1.097	1.031	1.085
	859	5123	197	2026	740	4179
34. Parents	3.674	3.776	3.900	3.747	3.677	3.581
	1.083	1.064	1.152	1.137	1.132	1.118
	865	5140	200	2040	742	4183
35. Relatives	3.173	3.148	3.385	3.210	3.023	3.054
	1.177	1.189	1.317	1.239	1.206	1.208
	860	5118	200	2024	738	4170
36. Employers	3.033	2.859	2.846	2.789	2.984	2.884
	1.217	1.246	1.369	1.269	1.240	1.249
	851	5082	195	2008	737	4158
37. Job Service	2.218	2.135	2.188	2.253	2.204	2.187
	1.151	1.137	1.199	1.213	1.179	1.164
	844	4985	191	1973	724	4081
38. Newspapers/magazines/ television.	2.793	2.781	2.832	2.823	2.729	2.666
	1.130	1.146	1.197	1.195	1.142	1.164
	854	5064	196	1984	733	4124
39. Other	4.324	4.449	4.500	4.452	4.600	4.382
	0.944	0.839	1.414	0.911	0.707	0.967
	37	216	8	84	25	173

Secondary Vocational Program Evaluation
Cycle 3 Composite Report
1987-1991 Evaluation Data

Table D1
Page D1.C5
Student Questionnaire

Item Statement	AG N %	BE N %	HO N %	HE N %	ME N %	TE N %
40. If you did not take a vocational course this year, what was your reason? Omit.	643 73.3	3473 66.6	110 54.5	1306 62.5	570 75.6	3070 71.3
(1) Vocational courses related to my career interests were not available.	89 10.1	634 12.2	39 19.3	321 15.4	69 9.2	473 11.0
(2) Could not fit into my schedule because of required courses.	90 10.3	716 13.7	36 17.8	298 14.3	76 10.1	482 11.2
(3) Vocational courses were not available when I had an open period in my schedule.	48 5.5	289 5.5	10 5.0	138 6.6	31 4.1	202 4.7
(4) My parents did not want me to take vocational courses.	11 1.3	40 0.8	5 2.5	21 1.0	2 0.3	45 1.0
(5) I am not sure what I want to do after high school. Thus, I did not take vocational courses	64 7.3	351 6.7	17 8.4	211 10.1	47 6.2	300 7.0
(6) I could not get into the vocational courses I wanted because I did not have the pre-requisite courses completed	17 1.9	92 1.8	2 1.0	54 2.6	12 1.6	106 2.5
(7) My counselor discouraged me from enrolling.	8 0.9	46 0.9	2 1.0	21 1.0	5 0.7	70 1.6
(8) My friends discouraged me from enrolling.	13 1.5	45 0.9	4 2.0	22 1.1	8 1.1	46 1.1
(9) The vocational programs (AG, HE, BE, TE, ME, etc.,) did not meet my career goals and future plans.	46 5.2	515 9.9	23 11.4	201 9.6	34 4.5	252 5.9

Secondary Vocational Program Evaluation
Cycle 3 Composite Report
1987-1991 Evaluation Data

Table D1
Page D1.D1
Student Questionnaire

Item Statement	H N %	DL N %	DO N %
7. I have taken courses in the following vocational programs. (Check all that apply) Omit. . .	87 2.1	21 4.4	162 1.6
(1) Agriculture	659 15.6	48 10.1	1464 14.2
(2) Business Education.	1137 27.0	145 30.4	3767 36.5
(3) Health Occupations.	435 10.3	72 15.1	1075 10.4
(4) Home Economics.	1402 33.3	133 27.9	3862 37.4
(5) Marketing Education	220 5.2	36 7.5	688 6.7
(6) Technology Education.	1122 26.6	89 18.7	2735 26.5
(7) Industrial Education.	1193 28.3	104 21.8	2881 27.9
(8) None of the above	783 18.6	127 26.6	1702 16.5
8. The program where my main career interests lie is: (Check only one) Omit. . .	509 12.1	71 14.9	1289 12.5
(1) Agriculture	346 8.2	26 5.5	623 6.0
(2) Business Education.	576 13.7	99 20.8	2009 19.5
(3) Health Occupations.	241 5.7	28 5.9	717 7.0
(4) Home Economics.	400 9.5	31 6.5	679 6.6
(5) Marketing Education	136 3.2	25 5.2	401 3.9
(6) Technology Education.	797 18.9	82 17.2	1784 17.3
(7) Industrial Education.	646 15.3	57 11.9	1331 12.9
(8) Other	844 20.0	99 20.8	2154 20.9
9. I have filled out a questionnaire or survey about my occupational/career interests, needs and abilities: Omit. . .	70 1.7	12 2.5	142 1.4
(1) Yes	1728 41.0	122 25.6	4513 43.8
(2) Not sure.	1634 38.8	229 48.0	3767 36.5
(3) No.	780 18.5	114 23.9	1892 18.3
10. This is how I feel about the overall education I am receiving at present. Omit. . .	62 1.5	12 2.5	89 0.9
(1) I am very Satisfied	479 11.4	45 9.4	850 8.2
(2) I am Satisfied.	3034 72.0	337 70.6	7747 75.1
(3) I am UNsatisfied.	436 10.3	68 14.3	1243 12.1
(4) I am very UNsatisfied,.	202 4.8	15 3.1	386 3.7

Item Statement	H N %	DL N %	DO N %
11. This is how I feel about the job training preparation I am receiving at present. Omit. . .	226 5.4	59 12.4	581 5.6
(1) I am very Satisfied	480 11.4	38 8.0	784 7.6
(2) I am Satisfied.	2543 60.4	261 54.7	6138 59.5
(3) I am UNsatisfied.	689 16.4	100 21.0	2195 21.3
(4) I am very UNsatisfied	275 6.5	19 4.0	617 6.0
12. After graduating from high school, I plan to: (Check only one) Omit. . .	171 4.1	14 2.9	298 2.9
(1) Go to work.	1181 28.0	60 12.6	2023 19.6
(2) Go on to school	1106 26.3	210 44.0	2968 28.8
(3) Work and attend school.	1234 29.3	150 31.4	3768 36.5
(4) Go into the military.	497 11.8	42 8.8	1229 11.9
(5) Other	50 1.2	3 0.6	87 0.8
13. What type of school are you planning to attend following high school graduation? Omit. . .	1406 33.4	75 15.7	2864 27.8
(1) A vocational-technical school diploma program one-year or less.	489 11.6	49 10.3	951 9.2
(2) A vocational-technical school two-year associate degree program.	824 19.6	95 19.9	2117 20.5
(3) A two-year UW-Center program.	186 4.4	29 6.1	519 5.0
(4) A four-year university system or college program	819 19.4	190 39.8	2964 28.7
(5) An apprenticeship program	49 1.2	7 1.5	126 1.2
(6) An in-service or on-the-job training program.	130 3.1	15 3.1	307 3.0
(7) Military service.	209 5.0	24 5.0	444 4.3
(8) Private school program.	60 1.4	4 0.8	161 1.6
(9) Other	205 4.9	11 2.3	303 2.9
14. What job do you plan to enter after high school? Omit. . .	541 12.8	82 17.2	1438 13.9
(1) Not sure of job choice at this time	2044 48.5	259 54.3	4577 44.4
(2) I am planning on entering the following job(s) or career(s):	1628 38.6	136 28.5	4299 41.7

Secondary Vocational Program Evaluation
Cycle 3 Composite Report
1987-1991 Evaluation Data

Table D1
Page D1.D3
Student Questionnaire

Item Statement	H N %	DL N %	DO N %
15. Are you aware of the qualifications and education needed to get a job in this field/area? Omit. . .	1086	133	3038
	25.8	27.9	29.5
(1) Yes	1436	140	3287
	34.1	29.4	31.9
(2) Somewhat.	1192	121	3091
	28.3	25.4	30.0
(3) No.	261	30	439
	6.2	6.3	4.3
(4) I do not have a job goal at this time	238	53	460
	5.6	11.1	4.5
16. Do you feel that the courses you are taking are preparing you for the job or school you want to enter after high school? Omit. . .	1086	121	2998
	25.8	25.4	29.1
(1) Yes	1936	207	4393
	46.0	43.4	42.6
(2) No.	876	101	2283
	20.8	21.2	22.1
(3) I do not have a planned career/school	315	48	641
	7.5	10.1	6.2

Item Statement	*Rating Scale* *5 = More than Adequate* *3 = Adequate* *1 = Not Adequate*	*H* *Mean* *StD* *N*	*DL* *Mean* *StD* *N*	*DO* *Mean* *StD* *N*
17-28 In general, how adequate is the career planning assistance and information you receive at your high school?				
17. Determining my skills, interests and abilities. .		3.231	3.198	3.182
		0.949	0.897	0.907
		3764	425	9390
18. Opportunity to hear speakers from the world of work		2.743	2.942	2.674
		1.167	1.068	1.123
		3733	415	9337
19. Presentation of role models in nontraditional areas		2.566	2.627	2.511
		1.156	1.027	1.102
		3722	408	9308
20. New and/or future-oriented occupations.		2.875	2.884	2.820
		1.053	0.954	0.993
		3658	405	9218
21. Jobs held by primarily males or primarily females		2.960	2.898	2.915
		1.040	0.958	0.980
		3632	403	9132
22. Occupations which have local job opportunities. .		3.024	2.990	3.011
		1.088	1.012	1.026
		3608	409	9160
23. Jobs which may soon become outdated, overcrowded or offer no opportunities for advancement		2.774	2.729	2.765
		1.071	0.943	1.024
		3670	406	9250
24. Post-high school vocational education opportunities related to my career goal		3.093	3.064	3.060
		1.132	1.083	1.069
		3674	407	9232

Secondary Vocational Program Evaluation
Cycle 3 Composite Report
1987-1991 Evaluation Data

Table D1
Page D1.D4
Student Questionnaire

Item Statement	*Rating Scale* *5 = More than Adequate* *3 = Adequate* *1 = Not Adequate*	*H* *Mean* *StD* *N*	*DL* *Mean* *StD* *N*	*DO* *Mean* *StD* *N*
25. Job alternatives related to my career goal. . . .		3.102 1.099 3641	3.032 1.080 408	3.038 1.058 9205
26. How to find a job/how to apply for a job.		3.281 1.170 3655	3.147 1.145 408	3.173 1.131 9222
27. How to start a business		2.628 1.172 3664	2.594 1.135 406	2.574 1.116 9212
28. How our economic system operates.		2.876 1.134 3695	2.783 1.070 414	2.862 1.060 9273

29-39 During my high school career I have received help in studying and planning a career from the following sources:
Rating Scale: 5 = Very Helpful, 1 = Not at all Helpful

Item Statement	*H* *Mean* *StD* *N*	*DL* *Mean* *StD* *N*	*DO* *Mean* *StD* *N*
29. Instructors: vocational.	3.001 1.281 3896	2.835 1.161 411	2.967 1.250 9755
30. Instructors: academic.	2.925 1.220 3882	2.869 1.129 413	2.937 1.165 9723
31. Instructors: technical school.	2.719 1.294 3729	2.708 1.149 387	2.636 1.228 9339
32. Counselors (guidance staff)	3.084 1.307 3877	3.133 1.273 414	3.194 1.267 9779
33. Friends/classmates.	3.451 1.243 3899	3.395 1.145 430	3.463 1.172 9849
34. Parents	3.639 1.231 3922	3.531 1.196 431	3.651 1.180 9904
35. Relatives	3.210 1.292 3892	3.116 1.221 422	3.193 1.261 9843
36. Employers	2.850 1.348 3812	2.703 1.237 408	2.731 1.282 9671
37. Job Service	2.521 1.316 3758	2.496 1.180 411	2.310 1.220 9539
38. Newspapers/magazines/television	2.807 1.286 3798	2.752 1.159 411	2.829 1.224 9680
39. Other (please list)	4.235 1.197 183	4.316 0.885 19	4.291 1.091 422

Table D1
Page D1.D5
Student Questionnaire

Item Statement	*H* *N* %	*DL* *N* %	*DO* *N* %
40. If you did not take a vocational course this year, what was your reason? (Check all that apply)			
Omit . . .	2434 57.8	241 50.5	6042 58.6
(1) Vocational courses related to my career interests were not available.	537 12.7	69 14.5	1486 14.4
(2) Could not fit into my schedule because of required courses.	745 17.7	105 22.0	1910 18.5
(3) Vocational courses were not available when I had an open period in my schedule	247 5.9	38 8.0	637 6.2
(4) My parents did not want me to take vocational courses.	107 2.5	9 1.9	165 1.6
(5) I am not sure what I want to do after high school. Thus, I did not take vocational courses	565 13.4	82 17.2	1153 11.2
(6) I could not get into the vocational courses I wanted because I did not have the pre-requisite courses completed	188 4.5	25 5.2	410 4.0
(7) My counselor discouraged me from enrolling. .	105 2.5	8 1.7	147 1.4
(8) My friends discouraged me from enrolling. . .	112 2.7	14 2.9	197 1.9
(9) The vocational programs (AG, HE, BE, TE, ME, etc.,) did not meet my career goals and future plans (i.e., college, etc)	371 8.8	59 12.4	868 8.4

Table D1
Page D1.E1
Student Questionnaire

Item Statement	AIN N %	API N %	BNH N %	HIS N %	WNH N %
7. I have taken courses in the following vocational programs. (Check all that apply) Omit. . .	11 1.1	29 3.3	15 1.8	21 3.3	1233 1.7
(1) Agriculture.	50 5.2	25 2.8	25 3.0	29 4.5	7599 10.6
(2) Business Education	285 29.5	292 33.0	268 32.4	195 30.2	29472 41.2
(3) Health Occupations	80 8.3	82 9.3	99 12.0	57 8.8	6671 9.3
(4) Home Economics	315 32.6	179 20.2	335 40.6	192 29.8	22115 30.9
(5) Marketing Education.	55 5.7	87 9.8	53 6.4	40 6.2	6098 8.5
(6) Technology Education	161 16.7	174 19.7	192 23.2	132 20.5	16884 23.6
(7) Industrial Education	233 24.1	103 11.6	231 28.0	117 18.1	15169 21.2
(8) None of the above.	261 27.0	289 32.7	161 19.5	168 26.0	15199 21.2
8. The program where my main career interests lie is: (Check only one) Omit. . .	139 14.4	106 12.0	86 10.4	91 14.1	7736 10.8
(1) Agriculture.	24 2.5	19 2.1	12 1.5	16 2.5	3215 4.5
(2) Business Education	192 19.9	214 24.2	246 29.8	141 21.9	16455 23.0
(3) Health Occupations	75 7.8	110 12.4	83 10.0	45 7.0	6466 9.0
(4) Home Economics	45 4.7	31 3.5	51 6.2	28 4.3	3177 4.4
(5) Marketing Education.	32 3.3	59 6.7	41 5.0	31 4.8	3317 4.6
(6) Technology Education	147 15.2	172 19.4	121 14.6	86 13.3	10615 14.8
(7) Industrial Education	109 11.3	55 6.2	90 10.9	55 8.5	5817 8.1
(8) Other.	241 25.0	190 21.5	153 18.5	178 27.6	18434 25.8
9. I have filled out a questionnaire or survey about my occupational/career interests, needs and abilities: Omit. . .	10 1.0	20 2.3	15 1.8	13 2.0	928 1.3
(1) Yes.	394 40.8	307 34.7	382 46.2	257 39.8	31636 44.2
(2) Not sure	369 38.2	378 42.7	294 35.6	250 38.8	25498 35.6
(3) No	192 19.9	180 20.3	135 16.3	125 19.4	13507 18.9
10. This is how I feel about the overall education I am receiving at present. Omit. . .	7 0.7	18 2.0	12 1.5	15 2.3	351 0.5
(1) I am very Satisfied.	92 9.5	120 13.6	124 15.0	74 11.5	7446 10.4
(2) I am Satisfied	701 72.6	638 72.1	520 63.0	454 70.4	56022 78.3
(3) I am UNsatisfied	129 13.4	88 9.9	121 14.6	81 12.6	6441 9.0
(4) I am very UNsatisfied.	36 3.7	21 2.4	49 5.9	21 3.3	1311 1.8

Item Statement	AIN N %	API N %	BNH N %	HIS N %	WNH N %
11. This is how I feel about the job training preparation I am receiving at present.					
Omit. . .	67 6.9	78 8.8	86 10.4	62 9.6	3899 5.4
(1) I am very Satisfied.	66 6.8	66 7.5	92 11.1	45 7.0	4540 6.3
(2) I am Satisfied	506 52.4	515 58.2	436 52.8	360 55.8	43721 61.1
(3) I am UNsatisfied	265 27.5	190 21.5	153 18.5	148 22.9	16148 22.6
(4) I am very UNsatisfied.	61 6.3	36 4.1	59 7.1	30 4.7	3263 4.6
12. After graduating from high school, I plan to: (Check only one)					
Omit. . .	23 2.4	33 3.7	17 2.1	18 2.8	1488 2.1
(1) go to work	145 15.0	63 7.1	85 10.3	80 12.4	7373 10.3
(2) go to school	334 34.6	541 61.1	315 38.1	275 42.6	32366 45.2
(3) work and attend school	293 30.4	212 24.0	309 37.4	203 31.5	25314 35.4
(4) go into the military	168 17.4	37 4.2	97 11.7	64 9.9	4990 7.0
(5) other.	9 0.9	3 0.3	7 0.8	6 0.9	377 0.5
13. What type of school are you planning to attend following high school graduation? Omit. . .	278 28.8	71 8.0	116 14.0	110 17.1	11279 15.8
(1) a vocational-technical school diploma program one-year or less	65 6.7	43 4.9	51 6.2	36 5.6	3918 5.5
(2) a vocational-technical school two-year associate degree program.	151 15.6	107 12.1	91 11.0	73 11.3	11339 15.8
(3) a two-year UW-Center program .	40 4.1	31 3.5	36 4.4	34 5.3	3495 4.9
(4) a four-year university system or college	328 34.0	589 66.6	439 53.1	324 50.2	37692 52.7
(5) an apprenticeship program. . .	6 0.6	3 0.3	7 0.8	10 1.6	690 1.0
(6) an in-service or on-the-job training program	28 2.9	29 3.3	53 6.4	20 3.1	1164 1.6
(7) military service	62 6.4	24 2.7	46 5.6	22 3.4	2074 2.9
(8) private school program	16 1.7	11 1.2	12 1.5	24 3.7	1198 1.7
(9) other.	22 2.3	9 1.0	18 2.2	23 3.6	1743 2.4
14. What job do you plan to enter after high school? Omit. . .	111 11.5	200 22.6	177 21.4	103 16.0	12381 17.3
(1) Not sure of job choice at this time.	492 51.0	433 48.9	349 42.3	303 47.0	30740 43.0
(2) I am planning on entering the following job(s) or careers(s)	362 37.5	252 28.5	300 36.3	239 37.1	28449 39.7

Secondary Vocational Program Evaluation
Cycle 3 Composite Report
1987-1991 Evaluation Data

Table D1
Page D1.E3
Student Questionnaire

Item Statement	AIN N %	API N %	BNH N %	HIS N %	WNH N %
15. Are you aware of the qualifications and education needed to get a job in this field/area? Omit. . . .	348 36.1	269 30.4	201 24.3	187 29.0	22893 32.0
(1) Yes.	256 26.5	225 25.4	283 34.3	179 27.8	20675 28.9
(2) Somewhat	270 28.0	245 27.7	262 31.7	194 30.1	22222 31.0
(3) No	48 5.0	52 5.9	38 4.6	36 5.6	2823 3.9
(4) I do not have a job goal at this time.	43 4.5	94 10.6	42 5.1	49 7.6	2958 4.1
16. Do you feel that the courses you are taking are preparing you for the job or school you want to enter after high school? Omit. . .	348 36.1	256 28.9	198 24.0	182 28.2	22187 31.0
(1) Yes.	335 34.7	395 44.6	364 44.1	285 44.2	33302 46.5
(2) No	213 22.1	147 16.6	215 26.0	134 20.8	12534 17.5
(3) I do not have a planned career/school.	69 7.2	85 9.6	49 5.9	44 6.8	3548 5.0

Item Statement	Rating Scale 5 = More than Adequate 3 = Adequate 1 = Not Adequate	AIN Mean StD N	API Mean StD N	BNH Mean StD N	HIS Mean StD N	WNH Mean StD N
17-28: In general, how adequate is the career planning assistance and information you receive at your high school?						
17. Determining my skills, interest and abilities.		3.147 0.948 871	3.182 0.907 803	3.261 1.014 752	3.175 0.952 589	3.220 0.878 65431
18. Opportunity to hear speakers from the world of work		2.692 1.136 867	2.735 1.100 795	2.754 1.247 741	2.697 1.114 584	2.610 1.083 65211
19. Presentation of role models in nontraditional areas		2.422 1.122 869	2.504 1.027 785	2.585 1.244 738	2.524 1.096 588	2.443 1.043 64955
20. New and/or future oriented occupations.		2.722 1.019 852	2.820 1.010 778	2.820 1.118 722	2.851 0.998 585	2.835 0.965 64459
21. Jobs held by primarily males or primarily females.		2.828 1.003 850	2.774 0.927 767	2.880 1.146 714	2.863 0.973 564	2.881 0.931 63926
22. Occupations which have local job opportunities.		2.878 1.038 851	2.810 1.027 775	2.972 1.164 710	2.932 1.028 573	3.001 0.994 63899
23. Jobs which may soon become outdated, overcrowded or offer no opportunities for advancement .		2.665 1.020 852	2.620 0.987 778	2.731 1.159 733	2.812 1.041 575	2.772 0.991 64395
24. Post-high school vocational educational opportunities related to my career goal.		2.994 1.110 851	3.023 1.097 780	3.099 1.199 725	3.076 1.084 577	3.055 1.051 64432

Secondary Vocational Program Evaluation
Cycle 3 Composite Report
1987-1991 Evaluation Data

Table D1
Page D1.E4
Student Questionnaire

Item Statement	Rating Scale 5 = More than Adequate 3 = Adequate 1 = Not Adequate	AIN Mean StD N	API Mean StD N	BNH Mean StD N	HIS Mean StD N	WNH Mean StD N
25. Job alternatives related to my career goal.		2.978 1.100 855	2.959 1.069 777	3.100 1.224 718	3.035 1.095 574	3.006 1.039 64256
26. How to find a job/how to apply for a job.		3.121 1.148 848	3.032 1.133 776	3.268 1.304 713	3.112 1.129 580	3.101 1.116 64514
27. How to start a business.		2.431 1.099 853	2.609 1.153 775	2.800 1.319 724	2.607 1.119 575	2.492 1.075 64332
28. How our economic system operates		2.751 1.071 860	2.847 1.049 780	2.845 1.199 734	2.854 1.116 581	2.934 1.054 64686

29-39: During my high school career I have received help in studying and planning a career from the following sources:
Rating Scale: 5 = Very Helpful, 1 = Not at all Helpful

Item Statement	AIN Mean StD N	API Mean StD N	BNH Mean StD N	HIS Mean StD N	WNH Mean StD N
29. Instructors: vocational	2.800 1.225 907	2.722 1.195 790	2.952 1.377 756	2.774 1.198 592	2.884 1.207 67645
30. Instructors: academic	2.950 1.220 912	3.078 1.188 792	3.111 1.313 747	2.972 1.190 597	3.137 1.141 68422
31. Instructors: technical school . .	2.540 1.188 874	2.545 1.162 767	2.537 1.327 642	2.527 1.158 558	2.537 1.176 65442
32. Counselors (guidance staff). . . .	3.166 1.285 910	3.207 1.285 801	3.078 1.394 753	3.071 1.293 603	3.225 1.247 68538
33. Friends/Classmates	3.451 1.173 923	3.293 1.139 810	3.348 1.282 751	3.412 1.170 600	3.476 1.124 69008
34. Parents.	3.725 1.196 924	3.523 1.247 809	4.117 1.162 760	3.663 1.184 609	3.774 1.109 69335
35. Relatives.	3.326 1.299 919	3.040 1.225 804	3.761 1.260 763	3.150 1.260 601	3.171 1.227 68940
36. Employers.	2.690 1.254 894	2.398 1.214 763	2.696 1.361 727	2.681 1.237 595	2.645 1.259 67170
37. Job Service.	2.327 1.208 883	2.314 1.218 773	2.555 1.387 723	2.325 1.198 584	2.181 1.157 66011
38. Newspapers/magazines/television. .	2.843 1.229 905	2.873 1.209 781	2.964 1.346 724	2.860 1.237 587	2.858 1.183 67818
39. Other.	4.231 1.158 39	4.406 1.160 32	4.583 0.942 48	4.469 1.077 32	4.310 1.069 2843

Secondary Vocational Program Evaluation
Cycle 3 Composite Report
1987-1991 Evaluation Data

Table D1
Page D1.E5
Student Questionnaire

Item Statement	AIN N %	API N %	BNH N %	HIS N %	WNH N %
40. If you did not take a vocational course this year, what was your reason? Omit. . .	469 48.6	372 42.0	463 56.1	335 51.9	39156 54.7
(1) Vocational courses related to my career interests were not available.	154 16.0	129 14.6	151 18.3	100 15.5	10539 14.7
(2) Could not fit into my schedule because of required courses. .	222 23.0	245 27.7	156 18.9	132 20.5	15696 21.9
(3) Vocational courses were not available when I had an open period in my schedule.	80 8.3	74 8.4	58 7.0	47 7.3	3824 5.3
(4) My parents did not want me to take vocational courses. . . .	16 1.7	22 2.5	21 2.5	17 2.6	1008 1.4
(5) I am not sure what I want to do after high school. Thus, I did not take vocational courses. .	128 13.3	168 19.0	73 8.8	86 13.3	7185 10.0
(6) I could not get into the vocational courses I wanted because I did not have the prerequisite courses completed.	35 3.6	55 6.2	33 4.0	24 3.7	2129 3.0
(7) My counselor discouraged me from enrolling	16 1.7	13 1.5	18 2.2	19 2.9	771 1.1
(8) My friends discouraged me from enrolling.	22 2.3	13 1.5	10 1.2	17 2.6	1096 1.5
(9) The vocational programs (AG, HE, BE, TE, ME, etc.,) did not meet my career goals and and future plans	116 12.0	115 13.0	79 9.6	80 12.4	9576 13.4

Standard Deviation
0 to .60 = Very High Level of Agreement
.61 to 1.20 = High Level of Agreement
1.21 to 1.80 = Moderate Level of Agreement
1.81 & above = Low Level of Agreement

D3

Student Questionnaire - Middle/Junior High

Table D3
Page D3.1
Middle/Junior High School Student Questionnaire

Item Statement		Total N	Total %
1. Special Needs Students:	Omit. . .	26112	91.0
(1) Handicapped (H)		876	3.1
(2) Disadvantaged - Limited English Proficient (DL)		104	0.4
(3) Disadvantaged - Other (DO).		1610	5.6
2. Ethnic Group:	Omit. . .	7240	25.2
(1) American Indian or Alaskan Native (AIN) . . .		345	1.2
(2) Asian or Pacific Islander (API) (Includes Indian Subcontinent Origin).		374	1.3
(3) Black (BNH) (Not of Hispanic Origin).		135	0.5
(4) Hispanic (HIS) (Mexican, Puerto Rican, Cuban or other Spanish Culture).		182	0.6
(5) White (WNH) (Not of Hispanic Origin).		20426	71.2
3. I am:	Omit. . .	11	0.0
(1) Male.		14863	51.8
(2) Female.		13828	48.2
4. The grade I am in is:	Omit. . .	14	0.0
(1) 6th grade.		2166	7.5
(2) 7th grade.		8932	31.1
(3) 8th grade.		10356	36.1
(4) 9th grade.		7234	25.2

Secondary Vocational Program Evaluation
Cycle 3 Composite Report
1987-1991 Evaluation Data

Table D3
Page D3.A1
Middle/Junior High School Student Questionnaire

	Total N %	Male N %	Female N %
4. The grade I am in is: Omit. . . .	14	4	9
	0.0	0.0	0.1
(1) 6th grade	2166	1122	1044
	7.5	7.5	7.5
(2) 7th grade	8932	4635	4294
	31.1	31.2	31.1
(3) 8th grade	10356	5319	5034
	36.1	35.8	36.4
(4) 9th grade	7234	3783	3447
	25.2	25.5	24.9
5. I have taken courses in the following vocational programs: (Check all that apply) Omit. . . .	400	224	172
	1.4	1.5	1.2
(1) Agriculture.	2147	1363	783
	7.5	9.2	5.7
(2) Business Education	6430	3152	3276
	22.4	21.2	23.7
(3) Health Occupations	3255	1734	1519
	11.3	11.7	11.0
(4) Family and Consumer Education.	18051	8451	9599
	62.9	56.9	69.4
(5) Marketing Education.	895	523	372
	3.1	3.5	2.7
(6) Technology/Industrial Education.	17037	9664	7369
	59.4	65.0	53.3
(7) None of the above.	4455	2306	2147
	15.5	15.5	15.5
6. I have filled out a questionnaire or survey about my occupational/career interests, needs and abilities: Omit. . . .	258	133	122
	0.9	0.9	0.9
(1) Yes	8510	4320	4186
	29.6	29.1	30.3
(2) Not sure.	11601	6194	5403
	40.4	41.7	39.1
(3) No.	8332	4215	4117
	29.0	28.4	29.8
7. Have you discussed selecting a career or job in any of your classes? Omit. . . .	120	65	54
	0.4	0.4	0.4
(1) Yes - several times	10509	5360	5146
	36.6	36.1	37.2
(2) Yes - once.	7221	3506	3715
	25.2	23.6	26.9
(3) No.	6029	3401	2627
	21.0	22.9	19.0
(4) Not sure.	4823	2531	2286
	16.8	17.0	16.5

	Total N %	Male N %	Female N %
8. How much have you thought about the work you will do when you complete school? Omit. . . .	100 0.3	60 0.4	37 0.3
(1) I have selected a career.	6647 23.2	3305 22.2	3339 24.1
(2) Considerable - I have collected information and thought about it several times. . . .	8391 29.2	4220 28.4	4171 30.2
(3) Some.	8709 30.3	4423 29.8	4285 31.0
(4) A little.	3646 12.7	2077 14.0	1565 11.3
(5) I have not thought about a career choice.	1247 4.3	788 5.3	459 3.3
9. Have the courses you have taken in school helped you learn more about jobs and careers? Omit. . . .	108 0.4	64 0.4	43 0.3
(1) Yes	7945 27.7	4676 31.5	3266 23.6
(2) Somewhat.	16450 57.3	7959 53.5	8487 61.4
(3) No.	4199 14.6	2164 14.6	2032 14.7
10. Do your school books and classroom discussions suggest that some work is better for women and other work is better for men? Omit. . . .	191 0.7	122 0.8	68 0.5
(1) Yes - usually	2232 7.8	1421 9.6	808 5.8
(2) Sometimes	9731 33.9	5009 33.7	4718 34.1
(3) Not very often.	11335 39.5	5649 38.0	5685 41.1
(4) Never	5213 18.2	2662 17.9	2549 18.4
11. Are you aware of the vocational education courses in your local high school? Omit. . . .	191 0.7	98 0.7	90 0.7
(1) Yes	10319 36.0	5372 36.1	4944 35.8
(2) Somewhat.	11213 39.1	5534 37.2	5678 41.1
(3) No.	6978 24.3	3858 26.0	3116 22.5
12. Do you take field trips in your classes that help you learn about different jobs? Omit. . . .	120 0.4	74 0.5	44 0.3
(1) Yes - frequently.	855 3.0	483 3.2	372 2.7
(2) Yes - sometimes	6290 21.9	3093 20.8	3195 23.1
(3) Seldom.	9834 34.3	4982 33.5	4850 35.1
(4) Never	11603 40.4	6231 41.9	5367 38.8

Table D3
Page D3.A3
Middle/Junior High School Student Questionnaire

	Total N %	Male N %	Female N %
13. Are you able to fit vocational courses into your class schedule? Omit. . . .	556 1.9	288 1.9	266 1.9
(1) Yes, most of the time	7761 27.0	4049 27.2	3709 26.8
(2) Yes, some of the time	10202 35.5	5011 33.7	5189 37.5
(3) Seldom.	6240 21.7	3281 22.1	2955 21.4
(4) Never	3943 13.7	2234 15.0	1709 12.4
14. Are you satisfied with your school's present course offerings? Omit. . . .	191 0.7	110 0.7	79 0.6
(1) Very satisfied.	2122 7.4	1184 8.0	938 6.8
(2) Satisfied	20084 70.0	9762 65.7	10317 74.6
(3) Unsatisfied	4743 16.5	2703 18.2	2038 14.7
(4) Very unsatisfied.	1562 5.4	1104 7.4	456 3.3
15. Do your math teachers show how math can be used in a variety of jobs? Omit. . . .	99 0.3	59 0.4	39 0.3
(1) Frequently.	8077 28.1	4547 30.6	3527 25.5
(2) Sometimes	11465 39.9	5637 37.9	5827 42.1
(3) Seldom.	5970 20.8	2985 20.1	2983 21.6
(4) Never	3091 10.8	1635 11.0	1452 10.5
16. Do your science teachers show how science can be used in a variety of jobs? Omit. . . .	135 0.5	78 0.5	56 0.4
(1) Frequently.	5825 20.3	3296 22.2	2524 18.3
(2) Sometimes	12491 43.5	6328 42.6	6163 44.6
(3) Seldom.	7275 25.3	3591 24.2	3681 26.6
(4) Never	2976 10.4	1570 10.6	1404 10.2
17. Do your English teachers show how English can be used in a variety of jobs? Omit. . . .	98 0.3	52 0.3	45 0.3
(1) Frequently.	4769 16.6	2371 16.0	2395 17.3
(2) Sometimes	10702 37.3	5200 35.0	5501 39.8
(3) Seldom.	8529 29.7	4539 30.5	3987 28.8
(4) Never	4604 16.0	2701 18.2	1900 13.7

	Total N %	Male N %	Female N %
18. Is there enough up-to-date equipment in your classrooms? Omit. . . .	159 0.6	90 0.6	68 0.5
(1) Yes	13632 47.5	6955 46.8	6677 48.3
(2) No.	6307 22.0	3940 26.5	2364 17.1
(3) Do not know	8602 30.0	3876 26.1	4719 34.1

I have received career planning assistance in the following areas:	Total Mean StD N	Male Mean StD N	Female Mean StD N
19. Discovering my skills, interests, and abilities	3.244 1.024 28385	3.241 1.041 14690	3.248 1.005 13685
20. Opportunity to hear speakers from the world of work	2.604 1.169 28394	2.601 1.172 14683	2.606 1.166 13701
21. Presentation of role models in nontraditional areas (i.e., female mechanics/male nurses). .	2.352 1.190 28220	2.307 1.181 14590	2.400 1.197 13621
22. New and/or future-oriented occupations. . . .	2.703 1.134 28084	2.775 1.152 14517	2.626 1.109 13558
23. Jobs held by primarily males or primarily females	2.725 1.148 27998	2.762 1.148 14476	2.685 1.147 13513
24. Occupations which have local job opportunities	2.893 1.163 27994	2.919 1.176 14509	2.866 1.149 13476
25. Jobs which may soon become outdated, overcrowded or offer no opportunities for advancement	2.603 1.174 28099	2.652 1.192 14568	2.549 1.151 13522
26. Post-high school vocational education opportunities related to my career goal . . .	2.786 1.247 28007	2.810 1.251 14523	2.760 1.243 13475
27. Job alternatives related to my career goal. .	2.855 1.208 27993	2.865 1.205 14503	2.845 1.211 13482
28. How to find a job/how to apply for a job. . .	2.794 1.308 28091	2.819 1.303 14536	2.766 1.313 13547
29. How to start a business	2.210 1.224 28111	2.291 1.253 14566	2.123 1.187 13537
30. How our economic system operates.	2.576 1.193 28184	2.682 1.210 14589	2.462 1.163 13587

Table D3
Page D3.A5
Middle/Junior High School Student Questionnaire

I have received help in studying and planning a career from the following sources:	Total Mean StD N	Male Mean StD N	Female Mean StD N
31. Instructors: vocational (business education, family and consumer education, technology education, etc.).	3.001 1.259 28133	3.027 1.263 14571	2.974 1.254 13554
32. Instructors: academic (English, math, science, history, etc.)	3.254 1.229 28169	3.226 1.235 14573	3.283 1.223 13588
33. Counselors (guidance staff)	2.789 1.316 28094	2.733 1.311 14520	2.848 1.319 13566
34. Friends/classmates.	3.233 1.312 28164	3.133 1.329 14573	3.339 1.286 13583
35. Parents	3.772 1.183 28225	3.730 1.201 14601	3.817 1.161 13616
36. Relatives	3.094 1.303 28189	3.069 1.305 14581	3.122 1.301 13600
37. Employers	2.264 1.261 27075	2.348 1.286 14047	2.173 1.226 13020
38. Newspapers/magazines/television	2.971 1.258 27875	2.992 1.274 14447	2.949 1.240 13420
39. Other (please list)	3.966 1.220 2439	3.946 1.251 1320	3.988 1.184 1119

	Total N %	Male N %	Female N %
40. Are there courses you desire that are not offered in middle/junior high? Omit. . . .	1330 4.6	679 4.6	648 4.7
(1) Yes	8836 30.8	4765 32.1	4067 29.4
(2) No.	18536 64.6	9419 63.4	9113 65.9
41. Do you have the chance to talk to any school staff regarding jobs and career possibilities? Omit. . . .	827 2.9	461 3.1	363 2.6
(1) Yes	13927 48.5	7002 47.1	6919 50.0
(2) No.	13948 48.6	7400 49.8	6546 47.3

Secondary Vocational Program Evaluation
Cycle 3 Composite Report
1987-1991 Evaluation Data

Table D3
Page D3.A6
Middle/Junior High School Student Questionnaire

	Total N %	Male N %	Female N %
42. In your classes, are boys and girls placed in separate groups for activities or projects? Omit. . . .	893	444	447
	3.1	3.0	3.2
(1) Yes	3990	2115	1873
	13.9	14.2	13.5
(2) No.	23819	12304	11508
	83.0	82.8	83.2
43. Do you participate in any vocational student organizations? Omit. . . .	1024	494	525
	3.6	3.3	3.8
(1) Yes	7268	3541	3726
	25.3	23.8	26.9
(2) No.	14161	7569	6590
	49.3	50.9	47.7
(3) None available.	6252	3260	2989
	21.8	21.9	21.6
44. I will plan my high school classes based on: Omit. . . .	620	363	254
	2.2	2.4	1.8
(1) my interests.	21053	10471	10576
	73.4	70.5	76.5
(2) my abilities.	14795	7355	7439
	51.5	49.5	53.8
(3) what my friends are taking.	2897	1515	1380
	10.1	10.2	10.0
(4) what I need for college	14895	6810	8083
	51.9	45.8	58.5
(5) what I need to get a good job	14121	7149	6969
	49.2	48.1	50.4
(6) have not asked anyone	660	426	234
	2.3	2.9	1.7
(7) what my parents say	2514	1277	1235
	8.8	8.6	8.9

Rating Key
5 = More than Adequate
3 = Adequate
1 = Not Adequate

Standard Deviation Key
0 to .60 = Very High Level of Agreement
.61 to 1.20 = High Level of Agreement
1.21 to 1.80 = Moderate Level of Agreement
1.81 & above = Low Level of Agreement

Secondary Vocational Program Evaluation
Cycle 3 Composite Report
1987-1991 Evaluation Data

Table D3
Page D3.B1
Middle/Junior High School Student Questionnaire

	H N %	DL N %	DO N %
4. The grade I am in is: Omit. . . .	7 0.8	0 0.0	1 0.1
(1) 6th grade	99 11.3	4 3.8	168 10.4
(2) 7th grade	201 22.9	15 14.4	384 23.9
(3) 8th grade	303 34.6	59 56.7	490 30.4
(4) 9th grade	266 30.4	26 25.0	567 35.2
5. I have taken courses in the following vocational programs: (Check all that apply) Omit. . . .	15 1.7	2 1.9	48 3.0
(1) Agriculture.	107 12.2	5 4.8	212 13.2
(2) Business Education	182 20.8	15 14.4	366 22.7
(3) Health Occupations	119 13.6	4 3.8	182 11.3
(4) Family and Consumer Education.	485 55.4	63 60.6	896 55.7
(5) Marketing Education.	22 2.5	3 2.9	50 3.1
(6) Technology/Industrial Education.	474 54.1	62 59.6	830 51.6
(7) None of the above.	158 18.0	16 15.4	295 18.3
6. I have filled out a questionnaire or survey about my occupational/career interests, needs and abilities: Omit. . . .	11 1.3	1 1.0	19 1.2
(1) Yes	263 30.0	23 22.1	543 33.7
(2) Not sure.	347 39.6	50 48.1	672 41.7
(3) No.	255 29.1	30 28.8	376 23.4
7. Have you discussed selecting a career or job in any of your classes? Omit. . . .	8 0.9	0 0.0	5 0.3
(1) Yes - several times	283 32.3	26 25.0	570 35.4
(2) Yes - once.	206 23.5	30 28.8	390 24.2
(3) No.	221 25.2	27 26.0	351 21.8
(4) Not sure.	158 18.0	21 20.2	294 18.3

Secondary Vocational Program Evaluation
Cycle 3 Composite Report
1987-1991 Evaluation Data

Table D3
Page D3.B2
Middle/Junior High School Student Questionnaire

	H N	H %	DL N	DL %	DO N	DO %
8. How much have you thought about the work you will do when you complete school? Omit. . . .	12	1.4	0	0.0	9	0.6
(1) I have selected a career.	214	24.4	18	17.3	421	26.1
(2) Considerable - I have collected information and thought about it several times. . . .	188	21.5	16	15.4	403	25.0
(3) Some.	203	23.2	30	28.8	444	27.6
(4) A little.	168	19.2	19	18.3	238	14.8
(5) I have not thought about a career choice.	92	10.5	22	21.2	97	6.0
9. Have the courses you have taken in school helped you learn more about jobs and careers? Omit. . . .	8	0.9	0	0.0	8	0.5
(1) Yes	304	34.7	28	26.9	526	32.7
(2) Somewhat	407	46.5	53	51.0	813	50.5
(3) No.	157	17.9	23	22.1	263	16.3
10. Do your school books and classroom discussions suggest that some work is better for women and other work is better for men? Omit. . . .	11	1.3	1	1.0	12	0.7
(1) Yes - usually	122	13.9	6	5.8	176	10.9
(2) Sometimes	290	33.1	37	35.6	569	35.3
(3) Not very often.	280	32.0	23	22.1	596	37.0
(4) Never	173	19.7	37	35.6	257	16.0
11. Are you aware of the vocational education courses in your local high school? Omit. . . .	15	1.7	1	1.0	14	0.9
(1) Yes	300	34.2	17	16.3	638	39.6
(2) Somewhat.	340	38.8	33	31.7	617	38.3
(3) No.	221	25.2	53	51.0	341	21.2
12. Do you take field trips in your classes that help you learn about different jobs? Omit. . . .	7	0.8	1	1.0	9	0.6
(1) Yes - frequently.	50	5.7	9	8.7	62	3.9
(2) Yes - sometimes	198	22.6	29	27.9	315	19.6
(3) Seldom.	232	26.5	15	14.4	458	28.4
(4) Never	389	44.4	50	48.1	766	47.6

Table D3
Page D3.B3
Middle/Junior High School Student Questionnaire

	H N	H %	DL N	DL %	DO N	DO %
13. Are you able to fit vocational courses into your class schedule? Omit. . . .	22	2.5	1	1.0	55	3.4
(1) Yes, most of the time	257	29.3	19	18.3	428	26.6
(2) Yes, some of the time	273	31.2	44	42.3	522	32.4
(3) Seldom.	205	23.4	19	18.3	352	21.9
(4) Never	119	13.6	21	20.2	253	15.7
14. Are you satisfied with your school's present course offerings? Omit. . . .	17	1.9	0	0.0	16	1.0
(1) Very satisfied.	107	12.2	3	2.9	124	7.7
(2) Satisfied	507	57.9	83	79.8	1047	65.0
(3) Unsatisfied	147	16.8	11	10.6	301	18.7
(4) Very unsatisfied.	98	11.2	7	6.7	122	7.6
15. Do your math teachers show how math can be used in a variety of jobs? Omit. . . .	11	1.3	0	0.0	14	0.9
(1) Frequently.	258	29.5	26	25.0	428	26.6
(2) Sometimes	338	38.6	48	46.2	633	39.3
(3) Seldom.	152	17.4	24	23.1	315	19.6
(4) Never	117	13.4	6	5.8	220	13.7
16. Do your science teachers show how science can be used in a variety of jobs? Omit. . . .	21	2.4	0	0.0	17	1.1
(1) Frequently.	159	18.2	14	13.5	291	18.1
(2) Sometimes	335	38.2	46	44.2	677	42.0
(3) Seldom.	221	25.2	32	30.8	422	26.2
(4) Never	140	16.0	12	11.5	203	12.6
17. Do your English teachers show how English can be used in a variety of jobs? Omit. . . .	14	1.6	0	0.0	12	0.7
(1) Frequently.	155	17.7	17	16.3	280	17.4
(2) Sometimes	311	35.5	47	45.2	600	37.3
(3) Seldom.	225	25.7	15	14.4	395	24.5
(4) Never	171	19.5	25	24.0	323	20.1

Secondary Vocational Program Evaluation
Cycle 3 Composite Report
1987-1991 Evaluation Data

Table D3
Page D3.B4
Middle/Junior High School Student Questionnaire

	H N %	DL N %	DO N %
18. Is there enough up-to-date equipment in your classrooms? Omit. . . .	15 1.7	0 0.0	15 0.9
(1) Yes	378 43.2	37 35.6	715 44.4
(2) No.	227 25.9	19 18.3	392 24.3
(3) Do not know	256 29.2	48 46.2	488 30.3

I have received career planning assistance in the following areas:	H Mean StD N	DL Mean StD N	DO Mean StD N
19. Discovering my skills, interests, and abilities	3.138 1.170 849	3.039 1.047 103	3.179 1.060 1591
20. Opportunity to hear speakers from the world of work	2.631 1.276 839	2.863 1.108 102	2.568 1.201 1587
21. Presentation of role models in nontraditional areas (i.e., female mechanics/male nurses). .	2.413 1.291 835	2.426 0.993 101	2.481 1.219 1566
22. New and/or future-oriented occupations. . . .	2.786 1.214 832	2.379 1.189 103	2.792 1.148 1566
23. Jobs held by primarily males or primarily females	2.851 1.274 825	2.549 1.191 102	2.849 1.145 1574
24. Occupations which have local job opportunities	2.864 1.219 830	3.149 1.178 101	2.906 1.181 1561
25. Jobs which may soon become outdated, over-crowded or offer no opportunities for advancement	2.713 1.253 830	2.703 1.136 101	2.737 1.220 1573
26. Post-high school vocational education opportunities related to my career goal . . .	2.925 1.323 825	2.760 1.256 100	2.856 1.229 1561
27. Job alternatives related to my career goal. .	2.895 1.245 830	2.863 1.282 102	2.924 1.193 1561
28. How to find a job/how to apply for a job. . .	2.995 1.331 825	2.869 1.218 99	3.032 1.331 1564
29. How to start a business	2.491 1.319 835	2.470 1.226 100	2.415 1.270 1560
30. How our economic system operates.	2.682 1.260 837	2.608 1.091 102	2.651 1.225 1573

Secondary Vocational Program Evaluation
Cycle 3 Composite Report
1987-1991 Evaluation Data

Table D3
Page D3.B5
Middle/Junior High School Student Questionnaire

I have received help in studying and planning a career from the following sources:	H Mean StD N	DL Mean StD N	DO Mean StD N
31. Instructors: vocational (business education, family and consumer education, technology education, etc.).	3.070 1.346 837	3.059 1.173 101	3.028 1.305 1565
32. Instructors: academic (English, math, science, history, etc.)	3.162 1.261 832	3.406 1.234 101	3.209 1.251 1561
33. Counselors (guidance staff)	2.765 1.344 827	2.580 1.273 100	2.794 1.318 1564
34. Friends/classmates.	3.180 1.362 830	3.080 1.116 100	3.307 1.338 1571
35. Parents	3.583 1.347 833	3.386 1.241 101	3.683 1.237 1569
36. Relatives	3.092 1.360 828	3.079 1.189 101	3.174 1.329 1571
37. Employers	2.511 1.339 786	2.385 1.263 91	2.421 1.317 1501
38. Newspapers/magazines/television	2.940 1.336 811	2.768 1.194 99	2.949 1.287 1544
39. Other (please list)	3.964 1.154 55	3.833 1.472 6	4.052 1.250 153

	H N %	DL N %	DO N %
40. Are there courses you desire that are not offered in middle/junior high? Omit. . . .	77 8.8	7 6.7	96 6.0
(1) Yes	268 30.6	32 30.8	535 33.2
(2) No.	531 60.6	65 62.5	979 60.8
41. Do you have the chance to talk to any school staff regarding jobs and career possibilities? Omit. . . .	43 4.9	4 3.8	49 3.0
(1) Yes	432 49.3	25 24.0	794 49.3
(2) No.	401 45.8	75 72.1	767 47.6

	H	DL	DO
	N	N	N
	%	%	%
42. In your classes, are boys and girls placed in separate groups for activities or projects? Omit. . . .	44	5	61
	5.0	4.8	3.8
(1) Yes	207	25	280
	23.6	24.0	17.4
(2) No.	625	74	1269
	71.3	71.2	78.8
43. Do you participate in any vocational student organizations? Omit. . . .	47	6	57
	5.4	5.8	3.5
(1) Yes	186	24	366
	21.2	23.1	22.7
(2) No.	390	49	764
	44.5	47.1	47.5
(3) None available.	253	25	423
	28.9	24.0	26.3
44. I will plan my high school classes based on: Omit. . . .	53	4	48
	6.1	3.8	3.0
(1) my interests.	507	54	1097
	57.9	51.9	68.1
(2) my abilities.	365	40	782
	41.7	38.5	48.6
(3) what my friends are taking.	102	17	198
	11.6	16.3	12.3
(4) what I need for college	268	38	611
	30.6	36.5	38.0
(5) what I need to get a good job	404	60	786
	46.1	57.7	48.8
(6) have not asked anyone	39	2	53
	4.5	1.9	3.3
(7) what my parents say	118	21	160
	13.5	20.2	9.9

Secondary Vocational Program Evaluation
Cycle 3 Composite Report
1987-1991 Evaluation Data

Table D3
Page D3.C1
Middle/Junior High School Student Questionnaire

	AIN N %	API N %	BNH N %	HIS N %	WNH N %
4. The grade I am in is: Omit. . .	0	0	1	0	12
	0.0	0.0	0.7	0.0	0.1
(1) 6th grade	43	8	1	4	1586
	12.5	2.1	0.7	2.2	7.8
(2) 7th grade	116	87	21	42	5735
	33.6	23.3	15.6	23.1	28.1
(3) 8th grade	100	120	41	67	7239
	29.0	32.1	30.4	36.8	35.4
(4) 9th grade	86	159	71	69	5854
	24.9	42.5	52.6	37.9	28.7
5. I have taken courses in the following vocational programs: (Check all that apply) Omit. .	11	2	4	1	326
	3.2	0.5	3.0	0.5	1.6
(1) Agriculture.	13	4	1	3	1615
	3.8	1.1	0.7	1.6	7.9
(2) Business Education	27	65	13	26	4286
	7.8	17.4	9.6	14.3	21.0
(3) Health Occupations	26	49	13	27	1860
	7.5	13.1	9.6	14.8	9.1
(4) Family and Consumer Education. . . .	192	214	72	101	12745
	55.7	57.2	53.3	55.5	62.4
(5) Marketing Education.	3	22	4	4	575
	0.9	5.9	3.0	2.2	2.8
(6) Technology/Industrial Education. . .	180	216	60	87	12131
	52.2	57.8	44.4	47.8	59.4
(7) None of the above.	101	68	35	41	3377
	29.3	18.2	25.9	22.5	16.5
6. I have filled out a questionnaire or survey about my occupational/career interests, needs and abilities: Omit. .	5	7	4	4	170
	1.4	1.9	3.0	2.2	0.8
(1) Yes	73	107	65	58	5828
	21.2	28.6	48.1	31.9	28.5
(2) Not sure.	160	164	39	81	8171
	46.4	43.9	28.9	44.5	40.0
(3) No.	107	96	27	39	6256
	31.0	25.7	20.0	21.4	30.6
7. Have you discussed selecting a career or job in any of your classes? Omit. .	3	3	7	2	82
	0.9	0.8	5.2	1.1	0.4
(1) Yes - several times	118	101	56	67	7274
	34.2	27.0	41.5	36.8	35.6
(2) Yes - once.	85	90	27	54	5317
	24.6	24.1	20.0	29.7	26.0
(3) No.	78	94	32	33	4373
	22.6	25.1	23.7	18.1	21.4
(4) Not sure.	61	86	13	26	3380
	17.7	23.0	9.6	14.3	16.5

Secondary Vocational Program Evaluation
Cycle 3 Composite Report
1987-1991 Evaluation Data

Table D3
Page D3.C2
Middle/Junior High School Student Questionnaire

	AIN N %	API N %	BNH N %	HIS N %	WNH N %
8. How much have you thought about the work you will do when you complete school? Omit. .	4	4	7	0	63
	1.2	1.1	5.2	0.0	0.3
(1) I have selected a career.	87	66	56	47	4627
	25.2	17.6	41.5	25.8	22.7
(2) Considerable - I have collected information and thought about it several times	88	112	38	43	5984
	25.5	29.9	28.1	23.6	29.3
(3) Some.	88	82	20	57	6469
	25.5	21.9	14.8	31.3	31.7
(4) A little.	61	64	9	22	2492
	17.7	17.1	6.7	12.1	12.2
(5) I have not thought about a career choice.	17	46	5	13	815
	4.9	12.3	3.7	7.1	4.0
9. Have the courses you have taken in school helped you learn more about jobs and careers? Omit. .	4	3	7	1	61
	1.2	0.8	5.2	0.5	0.3
(1) Yes	86	119	43	62	5637
	24.9	31.8	31.9	34.1	27.6
(2) Somewhat.	196	190	65	92	11736
	56.8	50.8	48.1	50.5	57.5
(3) No.	59	62	20	27	2992
	17.1	16.6	14.8	14.8	14.6
10. Do your school books and classroom discussions suggest that some work is better for women and other work is better for men? Omit. .	3	8	6	5	113
	0.9	2.1	4.4	2.7	0.6
(1) Yes - usually	29	35	17	12	1578
	8.4	9.4	12.6	6.6	7.7
(2) Sometimes	109	130	39	74	6931
	31.6	34.8	28.9	40.7	33.9
(3) Not very often.	141	132	32	58	8196
	40.9	35.3	23.7	31.9	40.1
(4) Never	63	69	41	33	3608
	18.3	18.4	30.4	18.1	17.7
11. Are you aware of the vocational education courses in your local high school? Omit. .	4	4	9	3	122
	1.2	1.1	6.7	1.6	0.6
(1) Yes	125	113	72	67	7363
	36.2	30.2	53.3	36.8	36.0
(2) Somewhat.	119	154	28	71	8080
	34.5	41.2	20.7	39.0	39.6
(3) No.	97	103	26	41	4860
	28.1	27.5	19.3	22.5	23.8

Table D3
Page D3.C3
Middle/Junior High School Student Questionnaire

	AIN N %	API N %	BNH N %	HIS N %	WNH N %
12. Do you take field trips in your classes that help you learn about different jobs? Omit. .	5	3	6	2	80
	1.4	0.8	4.4	1.1	0.4
(1) Yes - frequently.	11	15	2	4	588
	3.2	4.0	1.5	2.2	2.9
(2) Yes - sometimes	75	108	21	32	4478
	21.7	28.9	15.6	17.6	21.9
(3) Seldom.	113	121	21	59	6976
	32.8	32.4	15.6	32.4	34.2
(4) Never	141	127	85	85	8304
	40.9	34.0	63.0	46.7	40.7
13. Are you able to fit vocational courses into your class schedule? Omit. .	14	9	9	9	398
	4.1	2.4	6.7	4.9	1.9
(1) Yes, most of the time	72	91	38	35	5773
	20.9	24.3	28.1	19.2	28.3
(2) Yes, some of the time	115	131	49	65	6965
	33.3	35.0	36.3	35.7	34.1
(3) Seldom.	67	76	17	49	4427
	19.4	20.3	12.6	26.9	21.7
(4) Never	77	67	22	24	2863
	22.3	17.9	16.3	13.2	14.0
14. Are you satisfied with your school's present course offerings? Omit. .	5	3	9	3	126
	1.4	0.8	6.7	1.6	0.6
(1) Very satisfied.	27	41	13	12	1491
	7.8	11.0	9.6	6.6	7.3
(2) Satisfied	227	277	83	123	14386
	65.8	74.1	61.5	67.6	70.4
(3) Unsatisfied	51	39	26	31	3357
	14.8	10.4	19.3	17.0	16.4
(4) Very unsatisfied.	35	14	4	13	1066
	10.1	3.7	3.0	7.1	5.2
15. Do your math teachers show how math can be used in a variety of jobs? Omit. .	3	3	7	2	67
	0.9	0.8	5.2	1.1	0.3
(1) Frequently.	120	100	39	52	5510
	34.8	26.7	28.9	28.6	27.0
(2) Sometimes	135	172	49	86	8161
	39.1	46.0	36.3	47.3	40.0
(3) Seldom.	57	63	17	31	4449
	16.5	16.8	12.6	17.0	21.8
(4) Never	30	36	23	11	2239
	8.7	9.6	17.0	6.0	11.0
16. Do your science teachers show how science can be used in a variety of jobs? Omit.	5	3	7	1	93
	1.4	0.8	5.2	0.5	0.5
(1) Frequently.	76	67	39	40	4066
	22.0	17.9	28.9	22.0	19.9
(2) Sometimes	162	195	45	87	8894
	47.0	52.1	33.3	47.8	43.5
(3) Seldom.	74	69	23	40	5320
	21.4	18.4	17.0	22.0	26.0
(4) Never	28	40	21	14	2053
	8.1	10.7	15.6	7.7	10.1

	AIN N %	API N %	BNH N %	HIS N %	WNH N %
17. Do your English teachers show how English can be used in a variety of jobs? Omit.	3	5	7	1	64
	0.9	1.3	5.2	0.5	0.3
(1) Frequently.	56	70	43	32	3217
	16.2	18.7	31.9	17.6	15.7
(2) Sometimes	118	162	41	80	7601
	34.2	43.3	30.4	44.0	37.2
(3) Seldom.	105	89	25	43	6269
	30.4	23.8	18.5	23.6	30.7
(4) Never	63	48	19	26	3275
	18.3	12.8	14.1	14.3	16.0
18. Is there enough up-to-date equipment in your classrooms? Omit. .	4	5	6	1	111
	1.2	1.3	4.4	0.5	0.5
(1) Yes	162	147	48	81	9931
	47.0	39.3	35.6	44.5	48.6
(2) No.	77	65	33	34	4414
	22.3	17.4	24.4	18.7	21.6
(3) Do not know	102	157	48	66	5970
	29.6	42.0	35.6	36.3	29.2

I have received career planning assistance in the following areas:	AIN Mean StD N	API Mean StD N	BNH Mean StD N	HIS Mean StD N	WNH Mean StD N
19. Discovering my skills, interests, and abilities	3.203	3.365	3.271	3.301	3.229
	1.043	1.030	1.232	0.983	1.018
	340	373	133	176	20244
20. Opportunity to hear speakers from the world of work	2.699	2.718	2.662	2.503	2.587
	1.213	1.177	1.378	1.124	1.161
	342	373	130	179	20247
21. Presentation of role models in non-traditional areas (i.e., female mechanics/male nurses).	2.407	2.460	2.609	2.281	2.351
	1.261	1.107	1.465	1.164	1.185
	339	372	128	178	20133
22. New and/or future-oriented occupations.	2.465	2.642	2.938	2.565	2.691
	1.152	1.155	1.310	1.112	1.127
	333	371	129	177	20042
23. Jobs held by primarily males or primarily females	2.849	2.680	2.773	2.758	2.719
	1.247	1.168	1.410	1.106	1.135
	332	366	128	178	20004
24. Occupations which have local job opportunities	2.923	2.738	3.116	2.932	2.891
	1.255	1.140	1.429	1.029	1.159
	336	363	129	176	19983
25. Jobs which may soon become outdated, over-crowded or offer no opportunities for advancement	2.615	2.611	2.908	2.723	2.600
	1.201	1.162	1.395	1.228	1.167
	338	368	130	177	20054
26. Post-high school vocational education opportunities related to my career goal.	2.780	2.862	3.194	2.921	2.763
	1.340	1.262	1.447	1.233	1.239
	337	370	129	178	19981
27. Job alternatives related to my career goal.	2.762	2.793	3.016	3.028	2.833
	1.219	1.195	1.322	1.189	1.201
	332	367	128	177	19975

Secondary Vocational Program Evaluation
Cycle 3 Composite Report
1987-1991 Evaluation Data

Table D3
Page D3.C5
Middle/Junior High School Student Questionnaire

	AIN N %	API N %	BNH N %	HIS N %	WNH N %
28. How to find a job/how to apply for a job	3.074 1.386 339	2.828 1.299 361	3.389 1.486 126	3.022 1.336 178	2.807 1.307 20056
29. How to start a business	2.257 1.223 335	2.276 1.182 369	2.512 1.474 127	2.433 1.344 178	2.190 1.214 20052
30. How our economic system operates. . . .	2.555 1.223 339	2.622 1.104 365	2.891 1.475 128	2.831 1.205 178	2.594 1.190 20117

I have received help in studying and planning a career from the following sources:	AIN Mean StD N	API Mean StD N	BNH Mean StD N	HIS Mean StD N	WNH Mean StD N
31. Instructors: vocational (business education, family and consumer education, technology education, etc.).	2.872 1.295 336	3.043 1.212 372	3.169 1.531 130	3.097 1.158 175	2.966 1.253 20057
32. Instructors: academic (English, math, science, history, etc.)	3.107 1.308 338	3.360 1.237 369	3.367 1.385 128	3.130 1.168 177	3.227 1.228 20076
33. Counselors (guidance staff)	2.752 1.393 335	2.718 1.185 369	2.853 1.370 129	2.855 1.219 173	2.733 1.302 20035
34. Friends/classmates.	3.320 1.388 338	3.370 1.290 370	3.228 1.513 127	3.189 1.247 175	3.231 1.302 20088
35. Parents	3.647 1.310 337	3.685 1.229 372	4.137 1.169 131	3.693 1.250 176	3.773 1.174 20130
36. Relatives	3.272 1.427 335	3.086 1.251 371	3.538 1.442 130	3.086 1.281 175	3.082 1.298 20099
37. Employers	2.311 1.328 293	2.249 1.232 354	2.513 1.441 115	2.421 1.253 164	2.249 1.248 19225
38. Newspapers/magazines/television	2.928 1.327 334	2.986 1.220 367	3.278 1.457 126	2.994 1.203 173	2.962 1.252 19881
39. Other (please list)	3.960 1.241 25	3.719 1.373 32	4.286 1.496 7	4.429 1.158 14	3.960 1.231 1715

	AIN N %	API N %	BNH N %	HIS N %	WNH N %
40. Are there courses you desire that are not offered in middle/junior high? Omit. .	17	16	18	15	922
	4.9	4.3	13.3	8.2	4.5
(1) Yes	111	86	45	55	6498
	32.2	23.0	33.3	30.2	31.8
(2) No.	217	272	72	112	13006
	62.9	72.7	53.3	61.5	63.7
41. Do you have the chance to talk to any school staff regarding jobs and career possibilities? Omit. .	11	9	9	7	539
	3.2	2.4	6.7	3.8	2.6
(1) Yes	153	128	67	85	9973
	44.3	34.2	49.6	46.7	48.8
(2) No.	181	237	59	90	9914
	52.5	63.4	43.7	49.5	48.5
42. In your classes, are boys and girls placed in separate groups for activities or projects? Omit. .	12	13	7	7	616
	3.5	3.5	5.2	3.8	3.0
(1) Yes	47	54	22	29	2811
	13.6	14.4	16.3	15.9	13.8
(2) No.	286	307	106	146	16999
	82.9	82.1	78.5	80.2	83.2
43. Do you participate in any vocational student organizations? Omit. .	10	13	9	8	686
	2.9	3.5	6.7	4.4	3.4
(1) Yes	83	111	28	36	4886
	24.1	29.7	20.7	19.8	23.9
(2) No.	149	184	50	94	9847
	43.2	49.2	37.0	51.6	48.2
(3) None available.	103	66	48	44	5010
	29.9	17.6	35.6	24.2	24.5
44. I will plan my high school classes based on: Omit. .	9	8	10	7	408
	2.6	2.1	7.4	3.8	2.0
(1) my interests.	224	243	88	121	15202
	64.9	65.0	65.2	66.5	74.4
(2) my abilities.	154	196	63	84	10581
	44.6	52.4	46.7	46.2	51.8
(3) what my friends are taking.	41	31	13	13	2136
	11.9	8.3	9.6	7.1	10.5
(4) what I need for college	145	185	65	90	10722
	42.0	49.5	48.1	49.5	52.5
(5) what I need to get a good job . . .	151	195	57	84	10173
	43.8	52.1	42.2	46.2	49.8
(6) have not asked anyone	16	8	2	4	446
	4.6	2.1	1.5	2.2	2.2
(7) what my parents say	26	52	14	17	1860
	7.5	13.9	10.4	9.3	9.1

E1

Vocational Staff Questionnaire

Table E1
Page E1.1
Staff Questionnaire

Item Statement	Total	
	N	%
1. What is your current position? (Check one) Omit. . .	1	0.0
(1) Instructor: vocational.	1427	50.0
(2) Instructor: nonvocational	0	0.0
(3) Instructor: special needs	645	22.6
(4) Counseling/pupil services.	334	11.7
(5) Administration/coordination.	358	12.5
(6) Other.	94	3.3
2. Are you aware of a written philosophy of vocational education for your district? Omit. . .	23	0.8
(1) Yes.	2296	80.4
(2) No	537	18.8
3. Given the school district philosophy, are the vocational program goals and objectives achievable? Omit. . .	72	2.5
(1) Yes.	1822	63.8
(2) Not sure	922	32.3
(3) No	41	1.4
4. In the programs you teach, administer, or provide guidance, are the following assessed? (Check all that apply) Omit. . .	150	5.3
(1) Students occupational skill needs.	1898	66.5
(2) Students needs, interests and abilities.	2449	85.7
(3) Entrance and program requirements at post-secondary schools.	1608	56.3
(4) Facility/equipment needs	1747	61.2
(5) Availability of financial assistance for post-secondary training	1084	38.0
(6) Local district problems and needs.	1397	48.9
(7) Advanced placement opportunities	1073	37.6
(8) Coordination of program needs.	1461	51.2
(9) Local labor market needs	1289	45.1
5. To what extent are members of the local community and school district involved in developing programs in your school? Omit. . .	145	5.1
(1) Extensively.	287	10.0
(2) Usually.	1308	45.8
(3) Seldom	1031	36.1
(4) Never.	85	3.0
6. To what extent is advisory committee input solicited and utilized for improving the vocational program? Omit. . .	282	9.9
(1) Extensively.	425	14.9
(2) Usually.	1225	42.9
(3) Seldom	753	26.4
(4) Never.	176	6.2
7. To what extent is staff input solicited and utilized for improving the vocational program? Omit. . .	147	5.1
(1) Extensively.	663	23.2
(2) Usually.	1288	45.1
(3) Seldom	653	22.9
(4) Never.	107	3.7

Secondary Vocational Program Evaluation
Cycle 3 Composite Report
1987-1991 Evaluation Data

Table E1
Page E1.2
Staff Questionnaire

Item Statement	Total N	Total %
8. Do you use the resources of local/area business and industry? (Check all that apply) Omit. . .	474	16.6
(1) Arrange and/or conduct student tours of local businesses and industries.	1432	50.1
(2) Assist students to find jobs in local firms.	1502	52.6
(3) Have people from local businesses and industries speak to my students	1631	57.1
(4) Use equipment owned or given by local businesses and industry in my teaching.	619	21.7
(5) Meet with local people in business and industry to discuss and identify the competencies our graduates need	1250	43.8
(6) Meet with people in local business and industry to identify examples, activities and problems for my teaching	897	31.4
(7) Other.	161	5.6
9. With respect to equity, the following exist: (Check all that apply) Omit. . .	668	23.4
(1) A written district equity plan	1336	46.8
(2) Information and/or in-servicing on civil rights and equal opportunity legislation.	939	32.9
(3) Information on the needs of males, females, minorities and special needs groups.	1210	42.4
(4) Administration policies and procedures requiring non-discrimination and equal access to all vocational education programs	1614	56.5
(5) Review of stereotyping and bias in instructional materials.	1129	39.5
(6) Compliance data from Office of Civil Rights audit. .	587	20.6
(7) Other.	70	2.5
10. Teachers are: (Check all that apply) Omit. . .	539	18.9
(1) Given adequate preparation	1525	53.4
(2) Provided adequate curriculum development time. . . .	1133	39.7
(3) Provided adequate in-service on instructional practices and content.	1194	41.8
(4) Given access to appropriate and adequate in-school facilities	1756	61.5

Item Statement	N	Mean	StD
11. Programs reflect the philosophy, goals and objectives in the two-year plan for vocational education . . .	2290	3.571	0.927
12. Programs are articulated vertically (outside the district) and horizontally (across local programs) .	2078	3.123	1.062
13. Courses use comprehensive sequential curriculum guides	2358	3.518	1.019
14. Courses meet current DPI guidelines/standards. . . .	2240	3.844	0.920
15. The two-year plan for vocational education is used in program design and implementation.	2122	3.581	0.977
16. The programs are adequately staffed.	2483	3.310	1.147
17. Needs of special needs students (disadvantaged, limited English proficient, handicapped) are met in program planning and implementation.	2559	3.230	1.161

Item Statement	N	Mean	StD
18. Needs of male and female students are met in program planning and implementation.	2460	3.559	0.998
19. Needs of racial minorities are met in program planning and implementation.	2140	3.463	0.991
20. Appropriate administrative support is given.	2481	3.308	1.149
21. Students receive factual and objective information from staff about vocational programs	2458	3.469	1.064
22. Appropriate guidance services are provided for vocational education	2519	2.946	1.219

Item Statement	Total N	Total %
23. In which of the following activities have you participated during the past two years to improve your professional competencies and expand your knowledge of your discipline or field? (Check all that apply) Omit.	112	3.9
(1) Conferences and conventions.	2556	89.5
(2) Educational college courses.	1879	65.8
(3) Private or industry sponsored educational programs	1017	35.6
(4) Travel	1143	40.0
(5) VTAE courses/workshops	862	30.2
(6) Work experiences	955	33.4
(7) Workshops (in school or at other locations).	2146	75.1
(8) Memberships in professional associations	2049	71.7
24. What did you learn as a result of the activities checked in item 23? (Check all that apply) Omit.	138	4.8
(1) New developments in my discipline/field.	2450	85.8
(2) Applications of my discipline to business and industry	1468	51.4
(3) New teaching techniques.	1789	62.6
(4) New counseling techniques.	1017	35.6
(5) Use of computers and software in my work	1756	61.5
(6) Use of audiovisual equipment and materials	688	24.1
(7) Techniques for working with special needs students (disadvantaged and handicapped).	1424	49.9
(8) Selecting/developing nonbiased materials	639	22.4
(9) Use of labor market information.	980	34.3
25. A placement program is available to help students obtain additional education, training or employment Omit.	418	14.6
(1) Yes.	1523	53.3
(2) No	916	32.1
26. Progress has been made on implementing recommendations from the previous evaluation of our vocational programs. Omit.	604	21.1
(1) Yes.	1866	65.3
(2) No	386	13.5

Secondary Vocational Program Evaluation
Cycle 3 Composite Report
1987-1991 Evaluation Data

Table E1
Page E1.4
Staff Questionnaire

Item Statement	Total N	 %
27. Does your curriculum meet the needs of special needs students? Omit. . .	242	8.5
(1) Yes.	2230	78.1
(2) No	384	13.4
28. Administrators encourage us to work effectively with all students including those with special needs. Omit. . .	163	5.7
(1) Yes.	2531	88.6
(2) No	162	5.7
29. Are follow-up studies used to provide feedback for program improvement? Omit. . .	116	4.1
(1) Yes.	1220	42.7
(2) Not sure	1244	43.6
(3) No	280	9.8
30. Where male/female enrollment is not balanced, are steps taken in any of the following areas to prevent bias or discrimination? (Check all that apply) Omit. . .	355	12.4
(1) Counseling materials/practice/procedures	843	29.5
(2) Changing course titles	1089	38.1
(3) Instructional materials.	829	29.0
(4) Staff in-service	445	15.6
(5) Curriculum revision/updating	1157	40.5
(6) Class scheduling	646	22.6
(7) Affirmative Action-employment/students	228	8.0
(8) Development of an equity plan.	473	16.6
(9) Not aware.	920	32.2
31. During the last two years, I have: (Check all that apply) Omit . .	672	23.5
(1) Attended an in-service session on how to better service disadvantaged and handicapped learners . . .	1433	50.2
(2) Participate in the development and use of the Individualized Education Plan (IEP) for all special needs students	1209	42.3
(3) Adapted my classrooms and laboratories for the handicapped.	852	29.8
(4) Modified methods, materials or content to meet individual handicapped learner needs	1660	58.1

Rating Scale
5 = More than Adequate
3 = Adequate
1 = Not Adequate

Standard Deviation Key
0 to .60 = Very High Level of Agreement
.61 to 1.20 = High Level of Agreement
1.21 to 1.80 = Moderate Level of Agreement
1.81 & Above = Low Level of Agreement

E2

Nonvocational Staff Questionnaire

Secondary Vocational Program Evaluation
Cycle 3 Composite Report
1987-1991 Evaluation Data

Table E2
Page E2.1
Staff Questionnaire

	Total	
Item Statement	N	%
1. What is your current position? (Check one) Omit. . .	0	0.0
(1) Instructor: vocational.	0	0.0
(2) Instructor: nonvocational	2465	100.0
(3) Instructor: special needs	0	0.0
(4) Counseling/pupil services.	0	0.0
(5) Administration/coordination.	0	0.0
(6) Other.	0	0.0
2. Are you aware of a written philosophy of vocational education for your district? Omit. . .	21	0.9
(1) Yes.	1096	44.5
(2) No	1348	54.7
3. Given the school district philosophy, are the vocational program goals and objectives achievable? Omit. . .	83	3.4
(1) Yes.	532	21.6
(2) Not sure	1807	73.3
(3) No	43	1.7
4. In the programs you teach, administer, or provide guidance, are the following assessed? (Check all that apply) Omit. . .	309	12.5
(1) Students occupational skill needs.	721	29.2
(2) Students needs, interests and abilities.	1784	72.4
(3) Entrance and program requirements at post-secondary schools.	1206	48.9
(4) Facility/equipment needs	1097	44.5
(5) Availability of financial assistance for post-secondary training	450	18.3
(6) Local district problems and needs.	808	32.8
(7) Advanced placement opportunities	761	30.9
(8) Coordination of program needs.	705	28.6
(9) Local labor market needs	383	15.5
5. To what extent are members of the local community and school district involved in developing programs in your school? Omit. . .	227	9.2
(1) Extensively.	135	5.5
(2) Usually.	773	31.4
(3) Seldom	1195	48.5
(4) Never.	135	5.5
6. To what extent is advisory committee input solicited and utilized for improving the vocational program? Omit. . .	789	32.0
(1) Extensively.	128	5.2
(2) Usually.	747	30.3
(3) Seldom	611	24.8
(4) Never.	189	7.7
7. To what extent is staff input solicited and utilized for improving the vocational program? Omit. . .	444	18.0
(1) Extensively.	137	5.6
(2) Usually.	690	28.0
(3) Seldom	878	35.6
(4) Never.	317	12.9

Staff Questionnaire

Item Statement	Total N	 %
8. Do you use the resources of local/area business and industry? (Check all that apply) Omit. . .	1142	46.3
(1) Arrange and/or conduct student tours of local businesses and industries.	449	18.2
(2) Assist students to find jobs in local firms.	270	11.0
(3) Have people from local businesses and industries speak to my students	735	29.8
(4) Use equipment owned or given by local businesses and industry in my teaching.	334	13.5
(5) Meet with local people in business and industry to discuss and identify the competencies our graduates need	298	12.1
(6) Meet with people in local business and industry to identify examples, activities and problems for my teaching	299	12.1
(7) Other.	118	4.8
9. With respect to equity, the following exist: (Check all that apply) Omit. . .	1181	47.9
(1) A written district equity plan	647	26.2
(2) Information and/or in-servicing on civil rights and equal opportunity legislation.	469	19.0
(3) Information on the needs of males, females, minorities and special needs groups.	582	23.6
(4) Administration policies and procedures requiring non-discrimination and equal access to all vocational education programs	737	29.9
(5) Review of stereotyping and bias in instructional materials.	462	18.7
(6) Compliance data from Office of Civil Rights audit. .	197	8.0
(7) Other.	57	2.3
10. Teachers are: (Check all that apply) Omit. . .	711	28.8
(1) Given adequate preparation	1007	40.9
(2) Provided adequate curriculum development time. . . .	689	28.0
(3) Provided adequate in-service on instructional practices and content.	867	35.2
(4) Given access to appropriate and adequate in-school facilities	1183	48.0

Item Statement	N	Mean	StD
11. Programs reflect the philosophy, goals and objectives in the two-year plan for vocational education . . .	1042	3.270	0.938
12. Programs are articulated vertically (outside the district) and horizontally (across local programs) .	938	3.007	1.020
13. Courses use comprehensive sequential curriculum guides	1382	3.508	0.991
14. Courses meet current DPI guidelines/standards. . . .	1334	3.789	0.913
15. The two-year plan for vocational education is used in program design and implementation.	874	3.336	1.002
16. The programs are adequately staffed.	1412	3.078	1.162
17. Needs of special needs students (disadvantaged, limited English proficient, handicapped) are met in program planning and implementation.	1430	3.231	1.067

Item Statement	N	Mean	StD
18. Needs of male and female students are met in program planning and implementation.	1422	3.384	0.919
19. Needs of racial minorities are met in program planning and implementation.	1166	3.284	1.032
20. Appropriate administrative support is given.	1474	3.161	1.111
21. Students receive factual and objective information from staff about vocational programs	1285	3.304	1.018
22. Appropriate guidance services are provided for vocational education	1336	3.219	1.096

	Total	
Item Statement	N	%
23. In which of the following activities have you participated during the past two years to improve your professional competencies and expand your knowledge of your discipline or field? (Check all that apply) Omit.	153	6.2
(1) Conferences and conventions.	2058	83.5
(2) Educational college courses.	1474	59.8
(3) Private or industry sponsored educational programs	488	19.8
(4) Travel	1096	44.5
(5) VTAE courses/workshops	163	6.6
(6) Work experiences	597	24.2
(7) Workshops (in school or at other locations).	1696	68.8
(8) Memberships in professional associations	1679	68.1
24. What did you learn as a result of the activities checked in item 23? (Check all that apply) Omit.	219	8.9
(1) New developments in my discipline/field.	1925	78.1
(2) Applications of my discipline to business and industry	670	27.2
(3) New teaching techniques.	1864	75.6
(4) New counseling techniques.	473	19.2
(5) Use of computers and software in my work	1180	47.9
(6) Use of audiovisual equipment and materials	541	21.9
(7) Techniques for working with special needs students (disadvantaged and handicapped).	623	25.3
(8) Selecting/developing nonbiased materials	349	14.2
(9) Use of labor market information.	244	9.9
25. A placement program is available to help students obtain additional education, training or employment Omit.	766	31.1
(1) Yes.	1151	46.7
(2) No	548	22.2
26. Progress has been made on implementing recommendations from the previous evaluation of our vocational programs. Omit.	1314	53.3
(1) Yes.	859	34.8
(2) No	292	11.8

Item Statement	Total	
	N	%
27. Does your curriculum meet the needs of special needs students? Omit. . .	431	17.5
(1) Yes	1693	68.7
(2) No	341	13.8
28. Administrators encourage us to work effectively with all students including those with special needs. Omit. . .	229	9.3
(1) Yes	2083	84.5
(2) No	153	6.2
29. Are follow-up studies used to provide feedback for program improvement? Omit. . .	223	9.0
(1) Yes	569	23.1
(2) Not sure	1502	60.9
(3) No	171	6.9
30. Where male/female enrollment is not balanced, are steps taken in any of the following areas to prevent bias or discrimination? (Check all that apply) Omit. . .	523	21.2
(1) Counseling materials/practice/procedures	290	11.8
(2) Changing course titles	305	12.4
(3) Instructional materials	255	10.3
(4) Staff in-service	245	9.9
(5) Curriculum revision/updating	392	15.9
(6) Class scheduling	330	13.4
(7) Affirmative Action-employment/students	80	3.2
(8) Development of an equity plan	158	6.4
(9) Not aware	1279	51.9
31. During the last two years, I have: (Check all that apply) Omit . .	1104	44.8
(1) Attended an in-service session on how to better service disadvantaged and handicapped learners	703	28.5
(2) Participate in the development and use of the Individualized Education Plan (IEP) for all special needs students	388	15.7
(3) Adapted my classrooms and laboratories for the handicapped	341	13.8
(4) Modified methods, materials or content to meet individual handicapped learner needs	1026	41.6

Rating Scale
5 = More than Adequate
3 = Adequate
1 = Not Adequate

Standard Deviation Key
0 to .60 = Very High Level of Agreement
.61 to 1.20 = High Level of Agreement
1.21 to 1.80 = Moderate Level of Agreement
1.81 & Above = Low Level of Agreement

F1

Advisory Committee Questionnaire

Secondary Vocational Program Evaluation
Cycle 3 Composite Report
1987-1991 Evaluation Data

Table F1
Page F1.1
Advisory Committee Questionnaire

	Item Statement	N	Mean	StD
1.	Advice given by our advisory committee has been used by staff in vocational programs.	2096	3.994	0.725
2.	Our committee meet often enough to accomplish its purpose	2117	3.527	0.954
3.	Our committee has been involved in evaluating the adequacy of in-school facilities and equipment. .	2092	3.550	0.933
4.	The philosophy and objectives of the program I advise are carried through in the program	2061	3.850	0.738
5.	Our committee has identified goals for its work .	2128	3.866	0.844
6.	Our committee assisted in identifying needs of the community	2109	3.821	0.837
7.	Our committee assisted in identifying local/area labor market needs.	2087	3.693	0.886
8.	Our committee is or has been involved in identifying specific occupational skills that need to be considered for the curriculum.	2113	3.900	0.810
9.	Our committee has helped in identifying new skills and technologies	2063	3.731	0.849
10.	Articulation of programs and/or activities is occurring with other districts or CESAs	1937	3.512	0.879
11.	Articulation of programs and/or activities is occurring with post-secondary institutions. . . .	1934	3.616	0.854
	Members of our advisory committee represent the interests of:			
12.	employers and employees	2153	4.324	0.675
13.	males and females	2155	4.144	0.860
14.	minorities.	2043	3.281	1.065
15.	special needs persons	2069	3.476	1.006
16.	A formal evaluation of programs is conducted and used in the overall program development	2047	3.706	0.873
17.	Prior evaluation findings have been used.	2019	3.739	0.832
18.	Community resources identified and used effectively	2071	3.818	0.823
19.	The program I advise is preparing students for entry into nontraditional occupations	2043	3.462	0.947
20.	The program I advise is preparing students for entry into new and/or future-oriented occupations	2071	3.889	0.791
21.	In-school facilities are appropriate and adequate.	2086	3.563	0.981
22.	In-school equipment, text books, replacement schedules and maintenance agreements are appropriate and adequate.	2030	3.543	0.914
23.	Teaching methods include cooperative, project and/or simulation methods	2070	4.083	0.722
24.	Agendas are used for meetings	2144	4.291	0.725
25.	Advisory committee membership is rotated.	2052	3.730	0.898

Secondary Vocational Program Evaluation
Cycle 3 Composite Report
1987-1991 Evaluation Data

Table F1
Page F1.2
Advisory Committee Questionnaire

Item Statement	N	%
26. When is the most appropriate time to hold an advisory meeting: (Check one)		
Omit.	41	1.8
(1) Breakfast.	313	14.0
(2) Lunch.	412	18.5
(3) Dinner	61	2.7
(4) Evening.	1135	50.9
(5) Other.	346	15.5
27. I am:		
Omit.	29	1.3
(1) Male	1330	59.7
(2) Female	869	39.0
28. I am representative of: (Check one)		
Omit.	34	1.5
(1) Employers.	935	42.0
(2) Employees.	380	17.1
(3) Self-employed persons.	407	18.3
(4) Minorities	5	0.2
(5) Special needs persons.	78	3.5
(6) Other.	465	20.9
29. Check the appropriate vocational program which identifies the advisory committee on which you serve. (Check all that apply)		
Omit.	37	1.7
(1) Agriculture.	470	21.1
(2) Business Education	599	26.9
(3) Health Occupations	53	2.4
(4) Home Economics	482	21.6
(5) Marketing Education.	207	9.3
(6) Technology Education/Industrial Education.	591	26.5
(7) Special Needs.	104	4.7
(8) Comprehensive Vocational . . .	113	5.1
(9) Guidance and Counseling. . . .	90	4.0
30. How many times did the committee meet this year?		
Omit.	222	10.0
(1) Never.	112	5.0
(2) Once	644	28.9
(3) 2-3 times.	879	39.5
(4) 4-6 times.	297	13.3
(5) 7-10 times	66	3.0
(6) More than 10 times	11	0.5

Rating Key
5 = Strongly Agree
4 = Agree
3 = Undecided
2 = Disagree
1 = Strongly Disagree

Standard Deviation Key
0 to .60 = Very High Level of Agreement
.61 to 1.20 = High Level of Agreement
1.21 to 1.80 = Moderate Level of Agreement
1.81 & Above = Low Level of Agreement

G1

Parent Questionnaire

Secondary Vocational Program Evaluation
Cycle 3 Composite Report
1987-1991 Evaluation Data

Table G1
Page G1.1
Parent Questionnaire

Item Statement		Total N	Total %
1. Program enrolled in:	Omit	152	3.9
(1) Instructional Program Component(IPC).		905	23.1
(2) Sequence Course		1874	47.9
(3) General Education Program		985	25.2
2. Vocational course area:	Omit	1240	31.7
(1) Agriculture.		267	6.8
(2) Business Education		1035	26.4
(3) Health Occupations		11	0.3
(4) Home Economics		411	10.5
(5) Marketing Education.		132	3.4
(6) Technology Education		820	20.9
3. Ethnic Group:	Omit	178	4.5
(1) American Indian or Alaskan Native (AIN)		26	0.7
(2) Asian or Pacific Islander (API) (Includes Indian Subcontinent Origin)		18	0.5
(3) Black (BNH) (Not of Hispanic Origin)		8	0.2
(4) Hispanic (HIS) (Mexican, Puerto Rican, Cuban or other Spanish Culture)		5	0.1
(5) White (WNH) (Not of Hispanic Origin)		3681	94.0
4. Special Needs Students:	Omit	3307	84.4
(1) Handicapped (H).		171	4.4
(2) Disadvantaged - Limited English Proficient (DL).		22	0.6
(3) Disadvantaged - Other (DO)		416	10.6
5. Sex of student:	Omit	42	1.1
(1) Male		1911	48.8
(2) Female		1963	50.1
6. Grade student is in:	Omit	91	2.3
(1) 9th grade		241	6.2
(2) 10th grade		292	7.5
(3) 11th grade		352	9.0
(4) 12th grade		1041	26.6
(5) Graduate		1898	48.5

Secondary Vocational Program Evaluation
Cycle 3 Composite Report
1987-1991 Evaluation Data

Table G1
Page G1.A1
Parent Questionnaire

	Total N %	Male N %	Female N %
7. I feel the help given my child in making a career choice was: Omit . . .	136	75	61
	3.5	3.9	3.1
(1) Very satisfactory	538	251	286
	13.7	13.1	14.6
(2) Satisfactory.	2064	1010	1033
	52.7	52.9	52.6
(3) In need of some improvement	947	466	466
	24.2	24.4	23.7
(4) Not at all satisfactory	231	109	117
	5.9	5.7	6.0
8. I feel the education and preparation for this career choice was: Omit . . .	169	70	97
	4.3	3.7	4.9
(1) Very satisfactory	659	319	337
	16.8	16.7	17.2
(2) Satisfactory.	2182	1062	1099
	55.7	55.6	56.0
(3) In need of some improvement	746	389	342
	19.1	20.4	17.4
(4) Not at all satisfactory	160	71	88
	4.1	3.7	4.5
9. I feel I had adequate input into the development of educational and/or vocational goals for my child. Omit . . .	102	44	58
	2.6	2.3	3.0
(1) Yes	2117	1033	1066
	54.1	54.1	54.3
(2) Not sure.	1149	562	573
	29.3	29.4	29.2
(3) No.	548	272	266
	14.0	14.2	13.6
10. When did your child make a decision about his/her future career? Omit . . .	57	32	25
	1.5	1.7	1.3
(1) In elementary school.	154	76	75
	3.9	4.0	3.8
(2) In grades 7-9	514	242	266
	13.1	12.7	13.6
(3) In grades 10-11	1197	533	653
	30.6	27.9	33.3
(4) In Grade 12	776	368	399
	19.8	19.3	20.3
(5) After high school graduation.	305	148	154
	7.8	7.7	7.8
(6) Undecided	916	513	392
	23.4	26.8	20.0
11. Was your child able to enter vocational education courses related to his/her career choice? Omit. . .	230	115	110
	5.9	6.0	5.6
(1) Yes	2196	1043	1135
	56.1	54.6	57.8
(2) Not sure.	940	481	447
	24.0	25.2	22.8
(3) No.	550	272	271
	14.0	14.2	13.8

	Total N %	Male N %	Female N %
12. Do you feel vocational courses including career exploration and the development of saleable job skills should be part of the high school program? Omit . . .	55 1.4	31 1.6	24 1.2
(1) Yes	3518 89.8	1701 89.0	1778 90.6
(2) Not sure.	263 6.7	137 7.2	124 6.3
(3) No.	80 2.0	42 2.2	37 1.9
13. Do you feel instruction in career seeking skills such as job applications, interviewing, etc., are adequate for your child? Omit . . .	81 2.1	42 2.2	39 2.0
(1) Yes	1818 46.4	811 42.4	994 50.6
(2) Not sure.	1272 32.5	679 35.5	573 29.2
(3) No.	745 19.0	379 19.8	357 18.2
14. Do you feel your child is being prepared for new and/or future oriented occupations? Omit . . .	88 2.2	46 2.4	41 2.1
(1) Yes	1908 48.7	906 47.4	988 50.3
(2) Not sure.	1340 34.2	671 35.1	657 33.5
(3) No.	580 14.8	288 15.1	277 14.1
15. Are students being prepared for nontraditional occupations? (males for traditional female occupations and vice versa) Omit . . .	154 3.9	82 4.3	69 3.5
(1) Yes	1284 32.8	584 30.6	690 35.2
(2) Not sure.	1965 50.2	1022 53.5	927 47.2
(3) No.	513 13.1	223 11.7	277 14.1

Secondary Vocational Program Evaluation
Cycle 3 Composite Report
1987-1991 Evaluation Data

Table G1
Page G1.B1
Parent Questionnaire

	IPC N %	SEQ N %	GE N %
7. I feel the help given my child in making a career choice was: Omit . . .	16 1.8	56 3.0	62 6.3
(1) Very satisfactory	166 18.3	228 12.2	125 12.7
(2) Satisfactory.	497 54.9	1032 55.1	467 47.4
(3) In need of some improvement	186 20.6	455 24.3	250 25.4
(4) Not at all satisfactory	40 4.4	103 5.5	81 8.2
8. I feel the education and preparation for this career choice was: Omit . . .	19 2.1	68 3.6	78 7.9
(1) Very satisfactory	213 23.5	261 13.9	160 16.2
(2) Satisfactory.	503 55.6	1082 57.7	517 52.5
(3) In need of some improvement	140 15.5	385 20.5	181 18.4
(4) Not at all satisfactory	30 3.3	78 4.2	49 5.0
9. I feel I had adequate input into the development of educational and/or vocational goals for my child. Omit . . .	16 1.8	45 2.4	40 4.1
(1) Yes	492 54.4	1016 54.2	535 54.3
(2) Not sure.	269 29.7	556 29.7	278 28.2
(3) No.	128 14.1	257 13.7	132 13.4
10. When did your child make a decision about his/her future career? Omit . . .	10 1.1	23 1.2	22 2.2
(1) In elementary school.	29 3.2	58 3.1	59 6.0
(2) In grades 7-9	97 10.7	222 11.8	172 17.5
(3) In grades 10-11	325 35.9	590 31.5	237 24.1
(4) In Grade 12	222 24.5	367 19.6	152 15.4
(5) After high school graduation.	79 8.7	161 8.6	63 6.4
(6) Undecided	144 15.9	454 24.2	280 28.4
11. Was your child able to enter vocational education courses related to his/her career choice? Omit. . .	31 3.4	91 4.9	102 10.4
(1) Yes	606 67.0	1038 55.4	465 47.2
(2) Not sure.	168 18.6	470 25.1	265 26.9
(3) No.	100 11.0	275 14.7	153 15.5

Secondary Vocational Program Evaluation
Cycle 3 Composite Report
1987-1991 Evaluation Data

Table G1
Page G1.B2
Parent Questionnaire

	IPC N %	SEQ N %	GE N %
12. Do you feel vocational courses including career exploration and the development of saleable job skills should be part of the high school program? Omit . . .	9	23	23
	1.0	1.2	2.3
(1) Yes	818	1695	866
	90.4	90.4	87.9
(2) Not sure.	62	118	72
	6.9	6.3	7.3
(3) No.	16	38	24
	1.8	2.0	2.4
13. Do you feel instruction in career seeking skills such as job applications, interviewing, etc., are adequate for your child? Omit . . .	9	33	35
	1.0	1.8	3.6
(1) Yes	553	831	375
	61.1	44.3	38.1
(2) Not sure.	209	654	358
	23.1	34.9	36.3
(3) No.	134	356	217
	14.8	19.0	22.0
14. Do you feel your child is being prepared for new and/or future oriented occupations? Omit . . .	11	35	40
	1.2	1.9	4.1
(1) Yes	512	869	455
	56.6	46.4	46.2
(2) Not sure.	269	690	337
	29.7	36.8	34.2
(3) No.	113	280	153
	12.5	14.9	15.5
15. Are students being prepared for nontraditional occupations? (males for traditional female occupations and vice versa) Omit . . .	39	62	49
	4.3	3.3	5.0
(1) Yes	313	618	319
	34.6	33.0	32.4
(2) Not sure.	442	953	483
	48.8	50.9	49.0
(3) No.	111	241	134
	12.3	12.9	13.6

Secondary Vocational Program Evaluation
Cycle 3 Composite Report
1987-1991 Evaluation Data

Table G1
Page G1.C1
Parent Questionnaire

	AG N %	BE N %	HO N %	HE N %	ME N %	TE N %
7. I feel the help given my child in making a career choice was: Omit. .	8	19	1	10	0	30
	3.0	1.8	9.1	2.4	0.0	3.7
(1) Very satisfactory	41	158	2	60	30	93
	15.4	15.3	18.2	14.6	22.7	11.3
(2) Satisfactory.	145	574	7	227	74	448
	54.3	55.5	63.6	55.2	56.1	54.6
(3) In need of some improvement .	63	225	1	87	25	206
	23.6	21.7	9.1	21.2	18.9	25.1
(4) Not at all satisfactory . . .	10	59	0	27	3	43
	3.7	5.7	0.0	6.6	2.3	5.2
8. I feel the education and preparation for this career choice was: Omit. .	8	20	2	18	1	31
	3.0	1.9	18.2	4.4	0.8	3.8
(1) Very satisfactory	41	199	1	64	34	122
	15.4	19.2	9.1	15.6	25.8	14.9
(2) Satisfactory.	157	610	8	238	73	449
	58.8	58.9	72.7	57.9	55.3	54.8
(3) In need of some improvement .	50	170	0	70	21	184
	18.7	16.4	0.0	17.0	15.9	22.4
(4) Not at all satisfactory . . .	11	36	0	21	3	34
	4.1	3.5	0.0	5.1	2.3	4.1
9. I feel I had adequate input into the development of educational and/or vocational goals for my child. Omit. .	6	22	0	13	2	15
	2.2	2.1	0.0	3.2	1.5	1.8
(1) Yes	151	580	6	214	72	439
	56.6	56.0	54.5	52.1	54.5	53.5
(2) Not sure.	74	288	5	133	40	248
	27.7	27.8	45.5	32.4	30.3	30.2
(3) No.	36	145	0	51	18	118
	13.5	14.0	0.0	12.4	13.6	14.4
10. When did your child make a decision about his/her future career? Omit. .	2	14	1	3	3	8
	0.7	1.4	9.1	0.7	2.3	1.0
(1) In elementary school.	15	27	0	12	5	21
	5.6	2.6	0.0	2.9	3.8	2.6
(2) In grades 7-9	43	130	0	39	14	81
	16.1	12.6	0.0	9.5	10.6	9.9
(3) In grades 10-11	71	372	3	139	53	241
	26.6	35.9	27.3	33.8	40.2	29.4
(4) In grade 12	41	219	4	87	32	191
	15.4	21.2	36.4	21.2	24.2	23.3
(5) After high school graduation.	17	101	1	27	8	86
	6.4	9.8	9.1	6.6	6.1	10.5
(6) Undecided	78	173	2	104	17	193
	29.2	16.7	18.2	25.3	12.9	23.5

Secondary Vocational Program Evaluation
Cycle 3 Composite Report
1987-1991 Evaluation Data

Table G1
Page G1.C2
Parent Questionnaire

	AG N %	BE N %	HO N %	HE N %	ME N %	TE N %
11. Was your child able to enter vocational education courses related to his/her career choice? Omit. .	9	41	1	20	7	37
	3.4	4.0	9.1	4.9	5.3	4.5
(1) Yes.	164	679	4	204	90	449
	61.4	65.6	36.4	49.6	68.2	54.8
(2) Not sure.	63	199	5	109	25	205
	23.6	19.2	45.5	26.5	18.9	25.0
(3) No.	31	116	1	78	10	129
	11.6	11.2	9.1	19.0	7.6	15.7
12. Do you feel vocational courses including career exploration and the development of saleable job skills should be part of the high school program? Omit. .	4	12	0	6	2	7
	1.5	1.2	0.0	1.5	1.5	0.9
(1) Yes.	225	952	9	369	124	739
	84.3	92.0	81.8	89.8	93.9	90.1
(2) Not sure	31	54	2	29	5	53
	11.6	5.2	18.2	7.1	3.8	6.5
(3) No	7	17	0	7	1	21
	2.6	1.6	0.0	1.7	0.8	2.6
13. Do you feel instruction in career seeking skills such as job applications, interviewing, etc., are adequate for your child? Omit. .	5	18	0	5	2	9
	1.9	1.7	0.0	1.2	1.5	1.1
(1) Yes	141	532	6	211	97	351
	52.8	51.4	54.5	51.3	73.5	42.8
(2) Not sure.	87	292	4	134	19	287
	32.6	28.2	36.4	32.6	14.4	35.0
(3) No.	34	193	1	61	14	173
	12.7	18.6	9.1	14.8	10.6	21.1
14. Do you feel your child is being prepared for new and/or future oriented occupations? Omit. .	5	18	0	6	2	11
	1.9	1.7	0.0	1.5	1.5	1.3
(1) Yes	116	542	4	206	75	400
	43.4	52.4	36.4	50.1	56.8	48.8
(2) Not sure.	115	338	6	135	40	278
	43.1	32.7	54.5	32.8	30.3	33.9
(3) No.	31	137	1	64	15	131
	11.6	13.2	9.1	15.6	11.4	16.0
15. Are students being prepared for nontraditional occupations? (males for traditional female occupations and vice versa) Omit. .	14	34	0	20	7	23
	5.2	3.3	0.0	4.9	5.3	2.8
(1) Yes	75	350	2	148	45	280
	28.1	33.8	18.2	36.0	34.1	34.1
(2) Not sure.	149	523	8	186	63	412
	55.8	50.5	72.7	45.3	47.7	50.2
(3) No.	29	128	1	57	17	105
	10.9	12.4	9.1	13.9	12.9	12.8

Secondary Vocational Program Evaluation
Cycle 3 Composite Report
1987-1991 Evaluation Data

Table G1
Page G1.D1
Parent Questionnaire

	AIN N %	API N %	BNH N %	HIS N %	WNH N %
7. I feel the help given my child in making a career choice was:					
Omit. . .	2	1	0	1	128
	7.7	5.6	0.0	20.0	3.5
(1) Very satisfactory	1	2	0	1	516
	3.8	11.1	0.0	20.0	14.0
(2) Satisfactory.	12	8	5	2	1950
	46.2	44.4	62.5	40.0	53.0
(3) In need of some improvement	8	6	2	1	868
	30.8	33.3	25.0	20.0	23.6
(4) Not at all satisfactory	3	1	1	0	219
	11.5	5.6	12.5	0.0	5.9
8. I feel the education and preparation for this career choice was:					
Omit. . .	2	1	1	0	158
	7.7	5.6	12.5	0.0	4.3
(1) Very satisfactory	1	1	1	2	625
	3.8	5.6	12.5	40.0	17.0
(2) Satisfactory.	13	9	3	2	2067
	50.0	50.0	37.5	40.0	56.2
(3) In need of some improvement	7	4	3	0	684
	26.9	22.2	37.5	0.0	18.6
(4) Not at all satisfactory	3	3	0	1	147
	11.5	16.7	0.0	20.0	4.0
9. I feel I had adequate input into the development of educational and/or vocational goals for my child.					
Omit. . .	1	0	0	0	98
	3.8	0.0	0.0	0.0	2.7
(1) Yes	15	7	3	3	2002
	57.7	38.9	37.5	60.0	54.4
(2) Not sure.	1	7	4	2	1080
	3.8	38.9	50.0	40.0	29.3
(3) No.	9	4	1	0	501
	34.6	22.2	12.5	0.0	13.6
10. When did your child make a decision about his/her future career?					
Omit. . .	0	0	0	1	53
	0.0	0.0	0.0	20.0	1.4
(1) In elementary school.	0	2	0	0	141
	0.0	11.1	0.0	0.0	3.8
(2) In grades 7-9	3	2	4	1	482
	11.5	11.1	50.0	20.0	13.1
(3) In grades 10-11	6	3	0	1	1135
	23.1	16.7	0.0	20.0	30.8
(4) In grade 12	4	4	1	0	728
	15.4	22.2	12.5	0.0	19.8
(5) After high school graduation. . . .	3	0	0	1	294
	11.5	0.0	0.0	20.0	8.0
(6) Undecided	10	7	3	1	850
	38.5	38.9	37.5	20.0	23.1

Secondary Vocational Program Evaluation
Cycle 3 Composite Report
1987-1991 Evaluation Data

Table G1
Page G1.D2
Parent Questionnaire

	AIN N %	API N %	BNH N %	HIS N %	WNH N %
11. Was your child able to enter vocational education courses related to his/her career choice? Omit. . .	1	0	0	0	219
	3.8	0.0	0.0	0.0	5.9
(1) Yes.	12	10	3	4	2075
	46.2	55.6	37.5	80.0	56.4
(2) Not sure.	8	6	5	1	874
	30.8	33.3	62.5	20.0	23.7
(3) No.	5	2	0	0	513
	19.2	11.1	0.0	0.0	13.9
12. Do you feel vocational courses including career exploration and the development of saleable job skills should be part of the high school program? Omit . . .	0	0	0	0	55
	0.0	0.0	0.0	0.0	1.5
(1) Yes	23	15	7	5	3303
	88.5	83.3	87.5	100.0	89.7
(2) Not sure.	3	2	1	0	245
	11.5	11.1	12.5	0.0	6.7
(3) No.	0	1	0	0	78
	0.0	5.6	0.0	0.0	2.1
13. Do you feel instruction in career seeking skills such as job applications, interviewing, etc., are adequate for your child? Omit . . .	1	0	0	0	76
	3.8	0.0	0.0	0.0	2.1
(1) Yes	13	10	3	4	1713
	50.0	55.6	37.5	80.0	46.5
(2) Not sure.	5	6	3	1	1196
	19.2	33.3	37.5	20.0	32.5
(3) No.	7	2	2	0	696
	26.9	11.1	25.0	0.0	18.9
14. Do you feel your child is being prepared for new and/or future oriented occupations? Omit . . .	0	0	0	0	83
	0.0	0.0	0.0	0.0	2.3
(1) Yes	11	7	4	4	1803
	42.3	38.9	50.0	80.0	49.0
(2) Not sure.	8	10	2	1	1265
	30.8	55.6	25.0	20.0	34.4
(3) No.	7	1	2	0	530
	26.9	5.6	25.0	0.0	14.4
15. Are students being prepared for nontraditional occupations? (males for traditional female occupations and vice versa) Omit . . .	2	0	0	0	145
	7.7	0.0	0.0	0.0	3.9
(1) Yes	10	4	4	2	1219
	38.5	22.2	50.0	40.0	33.1
(2) Not sure.	10	12	3	2	1839
	38.5	66.7	37.5	40.0	50.0
(3) No.	4	2	1	1	478
	15.4	11.1	12.5	20.0	13.0

Secondary Vocational Program Evaluation
Cycle 3 Composite Report
1987-1991 Evaluation Data

Table G1
Page G1.E1
Parent Questionnaire

	H N %	DL N %	DO N %
7. I feel the help given my child in making a career choice was: Omit . . .	13 7.6	0 0.0	21 5.0
(1) Very satisfactory	25 14.6	3 13.6	52 12.5
(2) Satisfactory.	99 57.9	13 59.1	212 51.0
(3) In need of some improvement	28 16.4	5 22.7	92 22.1
(4) Not at all satisfactory	6 3.5	1 4.5	39 9.4
8. I feel the education and preparation for this career choice was: Omit . . .	12 7.0	0 0.0	23 5.5
(1) Very satisfactory	23 13.5	1 4.5	43 10.3
(2) Satisfactory.	95 55.6	15 68.2	237 57.0
(3) In need of some improvement	33 19.3	5 22.7	85 20.4
(4) Not at all satisfactory	8 4.7	1 4.5	28 6.7
9. I feel I had adequate input into the development of educational and/or vocational goals for my child. Omit . . .	5 2.9	0 0.0	18 4.3
(1) Yes	102 59.6	11 50.0	194 46.6
(2) Not sure.	48 28.1	5 22.7	130 31.3
(3) No.	16 9.4	6 27.3	74 17.8
10. When did your child make a decision about his/her future career? Omit . . .	2 1.2	1 4.5	10 2.4
(1) In elementary school.	5 2.9	1 4.5	15 3.6
(2) In grades 7-9	29 17.0	2 9.1	45 10.8
(3) In grades 10-11	34 19.9	4 18.2	107 25.7
(4) In Grade 12	23 13.5	5 22.7	70 16.8
(5) After high school graduation.	13 7.6	4 18.2	49 11.8
(6) Undecided	65 38.0	5 22.7	120 28.8
11. Was your child able to enter vocational education courses related to his/her career choice? Omit. . .	11 6.4	1 4.5	27 6.5
(1) Yes	83 48.5	12 54.5	186 44.7
(2) Not sure.	50 29.2	6 27.3	120 28.8
(3) No.	27 15.8	3 13.6	83 20.0

		H N	H %	DL N	DL %	DO N	DO %
12. Do you feel vocational courses including career exploration and the development of saleable job skills should be part of the high school program?	Omit . . .	2	1.2	0	0.0	13	3.1
	(1) Yes	154	90.1	21	95.5	350	84.1
	(2) Not sure	11	6.4	1	4.5	38	9.1
	(3) No	4	2.3	0	0.0	15	3.6
13. Do you feel instruction in career seeking skills such as job applications, interviewing, etc., are adequate for your child?	Omit . . .	7	4.1	1	4.5	9	2.2
	(1) Yes	90	52.6	10	45.5	225	54.1
	(2) Not sure	60	35.1	9	40.9	116	27.9
	(3) No	14	8.2	2	9.1	66	15.9
14. Do you feel your child is being prepared for new and/or future oriented occupations?	Omit . . .	6	3.5	1	4.5	10	2.4
	(1) Yes	79	46.2	12	54.5	190	45.7
	(2) Not sure	62	36.3	6	27.3	146	35.1
	(3) No	24	14.0	3	13.6	70	16.8
15. Are students being prepared for nontraditional occupations? (males for traditional female occupations and vice versa)	Omit . . .	7	4.1	3	13.6	17	4.1
	(1) Yes	66	38.6	4	18.2	156	37.5
	(2) Not sure	89	52.0	11	50.0	200	48.1
	(3) No	9	5.3	4	18.2	43	10.3

Secondary Vocational Program Evaluation
Cycle 3 Composite Report
1987-1991 Evaluation Data

Table G1
Page G1.F1
Parent Questionnaire

	9TH N %	10TH N %	11TH N %	12TH N %	GRAD N %
7. I feel the help given my child in making a career choice was:					
Omit	29	22	21	21	34
	12.0	7.5	6.0	2.0	1.8
(1) Very satisfactory	31	36	46	152	267
	12.9	12.3	13.1	14.6	14.1
(2) Satisfactory.	125	143	197	600	954
	51.9	49.0	56.0	57.6	50.3
(3) In need of some improvement	43	77	70	221	512
	17.8	26.4	19.9	21.2	27.0
(4) Not at all satisfactory	13	14	18	47	131
	5.4	4.8	5.1	4.5	6.9
8. I feel the education and preparation for this career choice was:					
Omit	34	26	28	28	42
	14.1	8.9	8.0	2.7	2.2
(1) Very satisfactory	27	27	49	189	358
	11.2	9.2	13.9	18.2	18.9
(2) Satisfactory.	137	161	195	604	1038
	56.8	55.1	55.4	58.0	54.7
(3) In need of some improvement	32	63	70	196	364
	13.3	21.6	19.9	18.8	19.2
(4) Not at all satisfactory	11	15	10	24	96
	4.6	5.1	2.8	2.3	5.1
9. I feel I had adequate input into the development of educational and/or vocational goals for my child.					
Omit	20	8	10	19	41
	8.3	2.7	2.8	1.8	2.2
(1) Yes	105	146	184	573	1062
	43.6	50.0	52.3	55.0	56.0
(2) Not sure.	91	93	117	326	499
	37.8	31.8	33.2	31.3	26.3
(3) No.	25	45	41	123	296
	10.4	15.4	11.6	11.8	15.6
10. When did your child make a decision about his/her future career?					
Omit	10	5	8	6	26
	4.1	1.7	2.3	0.6	1.4
(1) In elementary school.	9	15	10	42	67
	3.7	5.1	2.8	4.0	3.5
(2) In grades 7-9	92	87	66	103	154
	38.2	29.8	18.8	9.9	8.1
(3) In grades 10-11	6	50	140	410	572
	2.5	17.1	39.8	39.4	30.1
(4) In grade 12	3	2	3	248	503
	1.2	0.7	0.9	23.8	26.5
(5) After high school graduation.	2	3	6	6	285
	0.8	1.0	1.7	0.6	15.0
(6) Undecided	119	130	119	227	292
	49.4	44.5	33.8	21.8	15.4

Secondary Vocational Program Evaluation
Cycle 3 Composite Report
1987-1991 Evaluation Data

Table G1
Page G1.F2
Parent Questionnaire

	9TH N %	10TH N %	11TH N %	12TH N %	GRAD N %
11. Was your child able to enter vocational education courses related to his/her career choice? Omit . . .	28 11.6	19 6.5	23 6.5	35 3.4	114 6.0
(1) Yes.	98 40.7	134 45.9	175 49.7	622 59.8	1128 59.4
(2) Not sure.	86 35.7	101 34.6	115 32.7	262 25.2	350 18.4
(3) No.	29 12.0	38 13.0	39 11.1	122 11.7	306 16.1
12. Do you feel vocational courses including career exploration and the development of saleable job skills should be part of the high school program? Omit . . .	7 2.9	5 1.7	4 1.1	9 0.9	29 1.5
(1) Yes	206 85.5	264 90.4	307 87.2	919 88.3	1739 91.6
(2) Not sure.	18 7.5	20 6.8	35 9.9	88 8.5	95 5.0
(3) No.	10 4.1	3 1.0	6 1.7	25 2.4	35 1.8
13. Do you feel instruction in career seeking skills such as job applications, interviewing, etc., are adequate for your child? Omit . . .	10 4.1	8 2.7	8 2.3	12 1.2	38 2.0
(1) Yes	93 38.6	115 39.4	166 47.2	536 51.5	872 45.9
(2) Not sure.	108 44.8	122 41.8	122 34.7	325 31.2	560 29.5
(3) No.	30 12.4	47 16.1	56 15.9	168 16.1	428 22.6
14. Do you feel your child is being prepared for new and/or future oriented occupations? Omit . . .	10 4.1	6 2.1	5 1.4	16 1.5	48 2.5
(1) Yes	120 49.8	132 45.2	167 47.4	536 51.5	916 48.3
(2) Not sure.	79 32.8	119 40.8	140 39.8	357 34.3	619 32.6
(3) No.	32 13.3	35 12.0	40 11.4	132 12.7	315 16.6
15. Are students being prepared for nontraditional occupations? (males for traditional female occupations and vice versa) Omit . . .	13 5.4	9 3.1	5 1.4	38 3.7	84 4.4
(1) Yes	92 38.2	105 36.0	127 36.1	366 35.2	572 30.1
(2) Not sure.	112 46.5	149 51.0	177 50.3	520 50.0	960 50.6
(3) No.	24 10.0	29 9.9	43 12.2	117 11.2	282 14.9

H1

Articulation Questionnaire

Secondary Vocational Program Evaluation
Cycle 3 Composite Report
1987-1991 Evaluation Data

Table H1
Page H1.1
Articulation Questionnaire

Item Statement	Total	
	N	%
1. My secondary school position is: (Check one) (if you work in a VTAE system, go to item 2) Omit.	261	40.5
(1) District administrator	23	3.6
(2) CESA administrator	4	0.6
(3) LVEC	24	3.7
(4) Principal.	29	4.5
(5) Vocational instructor.	197	30.5
(6) Counselor.	55	8.5
(7) Special needs.	54	8.4
(8) CESA vocational education specialist	2	0.3
2. My VTAE district position is: (Check one) (if you work in a secondary school system, go to item 3) Omit.	329	51.0
(1) District director	13	2.0
(2) Instructional services administrator.	50	7.8
(3) Adult and continuing education administrator.	29	4.5
(4) Counselor	37	5.7
(5) Vocational instructor	131	20.3
(6) High school relations administrator	25	3.9
(7) Campus administrator.	14	2.2
(8) Special needs	30	4.7
3. Do you serve on a vocational advisory committee in: (Check all that apply) Omit	208	32.2
(1) A secondary program	288	44.7
(2) A VTAE program.	154	23.9
(3) A joint secondary/VTAE program.	97	15.0
4. Do you participate in articulation meetings with: (Check all that apply) Omit	84	13.0
(1) Secondary vocational staff.	423	65.6
(2) Secondary nonvocational staff	183	28.4
(3) LVEC(s)	281	43.6
(4) Secondary counselors.	246	38.1
(5) Secondary special needs staff	179	27.8
(6) VTAE vocational staff	293	45.4
(7) VTAE administrative staff	220	34.1
(8) VTAE counselors	174	27.0
(9) VTAE special needs staff.	102	15.8
5. Are instructional provisions made for advanced placement of vocational students in/from another institution? Omit	22	3.4
(1) Yes	450	69.8
(2) Not sure.	121	18.8
(3) No.	52	8.1
6. Is data gathered on the post-high school performance(GPA) of vocational graduates? Omit	18	2.8
(1) Yes	288	44.7
(2) Not sure.	277	42.9
(3) No.	62	9.6

Table H1
Page H1.2
Articulation Questionnaire

Item Statement	Total N	Total %
7. Is data gathered on the percentage of high school graduates attending school in a related post-secondary field? Omit . . .	17	2.6
(1) Yes	367	56.9
(2) Not sure	227	35.2
(3) No	34	5.3
8. Do secondary graduates have the skills and knowledge needed to enter post-secondary training? Omit . . .	28	4.3
(1) Yes	452	70.1
(2) Not sure	122	18.9
(3) No	47	7.3

As a vocational staff member, do you feel you articulate with staff in other vocational institutions in the following areas?	N	Mean	StD
9. Curriculum development	575	3.617	1.123
10. Identification of community resources	567	3.272	1.042
11. Advanced placement	568	3.521	1.144
12. Co-op programs	551	2.878	1.176
13. Shared facilities	561	2.859	1.185
14. Shared staff	556	2.642	1.102
15. Placement services	554	2.825	1.122
16. Employer follow-up	553	2.915	1.177
17. Graduate follow-up	559	3.156	1.180
18. Business and industry partnerships	555	3.186	1.174
19. Philosophy of vocational education	565	3.540	1.129
20. Professional development experiences	562	3.600	1.085
21. Certification of staff	557	3.063	1.241
22. Exemplary projects	555	3.097	1.150
23. Mutual legislative concerns	561	3.135	1.169
24. Alternative education delivery strategies	564	3.191	1.149
25. Needs assessment	557	3.099	1.099
26. Administration of JTPA funds	515	2.728	1.198

Rating Scale
5 = Strongly Agree
4 = Agree
3 = Undecided
2 = Disagree
1 = Strongly Disagree

Standard Deviation Key
0 to .60 = Very High Level of Agreement
.61 to 1.20 = High Level of Agreement
1.21 to 1.80 = Moderate Level of Agreement
1.81 & Above = Low Level of Agreement

J1

Board of Education Opinionnaire

Secondary Vocational Program Evaluation
Cycle 3 Composite Report
1987-1991 Evaluation Data

Table J1
Page J1.1
Board of Education Opinionnaire

Item Statement	Total	
	N	%
1. To what extent are you aware of the general philosophy and objectives of the vocational education program in your district? Omit. . .	0	0.0
(1) Very aware	204	28.9
(2) Aware	466	66.0
(3) Not aware	36	5.1
2. To what extent are you aware of the general needs of the students served by the vocational education program in your district? Omit. . .	3	0.4
(1) Very aware	148	21.0
(2) Aware	496	70.3
(3) Not aware	59	8.4
3. Using the past school year as a reference, at what percentage of board meetings did you discuss items relating to the vocational education programs? Omit. . .	19	2.7
(1) Over 50%	42	5.9
(2) 25 to 50%	269	38.1
(3) 5 to 10%	300	42.5
(4) Less than 5%	76	10.8
4. In looking at the total school operation in your district, how do you perceive the value of vocational education programs as compared to general or college preparation programs? Omit. . .	5	0.7
(1) Great value	375	53.1
(2) Moderate value	301	42.6
(3) Little value	25	3.5
(4) No value	0	0.0
5. In the course of the past school year, how much contact from electors in your district would you estimate you have had related to vocational education programs? (Contact refers to phone calls, letters, conversations, etc.) Omit. . .	7	1.0
(1) A great deal of contact	19	2.7
(2) A moderate amount of contact	144	20.4
(3) Very little contact	393	55.7
(4) No contact	143	20.3

Item Statement	N	Mean	Std
6. One function of a high school is to develop vocational skills in all its students	700	3.613	1.054
7. Most students who take vocational education in high schools have other scholastic skills	705	3.999	0.720
8. In my community many people favor an increase in vocational education in the high school	694	3.313	0.850
9. It is appropriate to offer vocational education in high school	704	4.331	0.749

Secondary Vocational Program Evaluation
Cycle 3 Composite Report
1987-1991 Evaluation Data

Table J1
Page J1.2
Board of Education Opinionnaire

Item Statement	N	Mean	Std
10. There should be more money set aside in the school budget for vocational programs	703	3.313	0.924
11. Most vocational education programs offered today in high school are up-to-date.	697	3.158	0.952
12. Vocational education programs prepare high school students for a range of job opportunities potentially available to them.	704	3.710	0.903
13. For many students in high school there should be a greater emphasis on earning a living through vocational education programs.	703	3.744	0.937
14. It is important to provide students with vocational courses as well as other educational opportunities.	701	4.267	0.677
15. Vocational education should be encouraged more among high school students	704	3.680	0.876
16. The vocational education program in high school should be intended for all youth	700	3.464	1.088
17. My community, along or in with conjunction with other communities, should provide a wide variety of vocational education programs to fit the abilities of most students not going to college. .	702	4.057	0.846
18. Vocational education in high school makes enough students useful members of society to justify its costs.	699	3.837	0.863
19. Good vocational education programs in public schools attract new industry or hold industry in the area	698	3.395	0.927
20. Taking vocational education courses helps students pursue further education after high school	700	3.771	0.784
21. A graduate of a high school vocational education program has many job skills to use in post-high school employment.	702	3.506	0.856
22. Students should begin vocational education during high school.	701	3.709	0.973
23. A high school graduate of a vocational education program impresses me greatly	604	3.382	0.823

Rating Key
5 = Strongly Agree
4 = Agree
3 = Undecided
2 = Disagree
1 = Strongly Disagree

Standard Deviation Key
0 to .60 = Very High Level of Agreement
.61 to 1.20 = High Level of Agreement
1.21 to 1.80 = Moderate Level of Agreement
1.81 & Above = Low Level of Agreement

Appendix C

GLOSSARY

Capstone Concept:	The idea of "capping" a student's secondary education experience by offering a final sequence of courses leading to the development of employable skills, knowledges, and attitudes.
Cooperative Education:	A method of instruction of vocational education for individuals who, through written cooperative arrangements between the school and employers, receive instruction, including required academic courses and related vocational instruction by alternation of study in school with a job in any occupational field, but the two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and to his or her employability. Work periods and school attendance may be on alternate half days, full days, weeks, or other periods of time in fulfilling the cooperative program
Department of Public Instruction (DPI):	The state agency responsible for carrying out educational policies from kindergarten through grade 12.
Disadvantaged Students:	Individuals (other than handicapped individuals) who have economic or academic disadvantages and who require special services and assistance in order to enable them to succeed in vocational education programs. The term includes individuals who are members of economically disadvantaged families, migrants, and individuals who are dropouts from, or who are identified as potential dropouts from secondary school.
General Education Program:	An academic, nonvocational program.
Handicapped Students:	Individuals who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, or other health impaired persons, or persons with specific learning disabilities, who by reason thereof require special education and related services, and who, because of their handicapping condition, cannot succeed in the regular vocational education program without special education assistance.
Instructional Program Component (IPC):	The part of the Occupational Preparation Program (OPP) that includes occupational preparation for students according to their declared career objectives. Other elements of an IPC include coop/simulation/project method, and preparation for a wage-earning job.

Limited English Proficient:	Any member of a national origin minority who does not speak and understand the English language in an instructional setting well enough to benefit from vocational studies to the same extent as a student whose primary language is English; i.e., Limited English Proficient.
Local Vocational Education Coordinator (LVEC):	A qualified staff member who has overall responsibilities for a vocational education program. This person works with all departments, conducts or assists with inservice training, helps establish and utilize steering and advisory committees, and acts as liaison with community resources including the employment service, the vocational-technical schools, and labor and employer groups.
Occupational Preparation Program (OPP):	That portion of the vocational education program that directly applies to preparation for paid or unpaid employment. It includes (1) the instructional programs and (2) sequence and/or prerequisite courses.
Sequence Course:	The part of the Occupational Preparation Program that includes courses that are not within the instructional program component (IPC). Sequence graduates have taken two or more courses in one vocational discipline. Courses may be a semester or a year in length.
Special Needs Students:	A generic term used to include (1) disadvantaged (DO), (2) handicapped (H), and (3) those students with limited English proficiency (DL).
Vocational Education:	Organized educational programs which are directly related to the preparation of individuals in paid or unpaid employment in such fields as agriculture, business occupations, home economics (family/consumer education), health occupations, marketing and distributive occupations, technical and emerging occupations, modern industrial and agriculture arts, and trades and industrial occupations, or for additional preparation for a career in such fields, and in other occupations, requiring other than a baccalaureate or advanced degree and vocational student organization activities as an integral part of the program.
VTAE:	The Vocational, Technical and Adult Education Districts. The 16 geographical divisions of the state that provide postsecondary vocational, technical and adult education to Wisconsin citizens.

Appendix D

ACRONYMS

ACAD	Academic
AG	Agriculture Education Program
AIN	American Indian
API	Asian or Pacific Islander
BE	Business Education Program
BNH	Black, not Hispanic
BVE	Bureau for Vocational Education
CVTAE	Center for Vocational, Technical and Adult Education
DPI	Department of Public Instruction
DL	Disadvantaged Limited English Proficient
DO	Disadvantaged Other
GE	General Education Program
H	Handicapped
HE	Home Economics Program (Family/Consumer Education Program)
HIS	Hispanic
HO	Health Occupations Program
IPC	Instructional Program Component
LEA	Local Educational Agency
LVEC	Local Vocational Education Coordinator
ME	Marketing Education Program
N	Number
%	Percent
SEQ	Sequence Course
SPNS	Special Needs
StD	Standard Deviation
TE	Technology Education Program
VOC	Vocational
VTAE	Vocational, Technical and Adult Education
WNH	White, not Hispanic